DOCUMENT RESUME

ED 163 834 HE 010 276

AUTHOR	Ost, David H.
TITLE	Explorations in Professional Development: The First Three Years.
INSTITUTION	California State Univ., Long Beach. Center for Professional Development.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE	Oct 77
NOTE	134p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*College Faculty; *Faculty Development; Higher Education; Individual Development; Institutional Environment; *Instructional Improvement; Program Descriptions; Program Development; Program Evaluation; *Staff Improvement; State Colleges; State Universities; Statewide Planning
IDENTIFIERS	*California; Institutional Renewal; *Professional Development

ABSTRACT

A California University systemwide approach to professional development encompassing the three facets of personal development, instructional development, and environmental modification is summarized. Objectives of professional development and objectives of successful campus programs are presented and aspects of the Center for Professional Development (including background, financing, administration, and future plans) are discussed. The 1974-1977 evaluation of the Center, including recommendations and issues relating to advancement and tenure, collective bargaining, funding, campus programming, teaching and research priorities, faculty concerns, is presented. Strategies utilized by the Center, such as workshops, consultation, seminars, discussion groups, retreats, and luncheons, are discussed. Also described are campus programs (organization, activities, funding, evaluation, and the future) at each of the following 11 colleges and universities in the system: California State College, Bakersfield; California State University, Chico; California State University, Fresno; California State University, Long Beach; California State University, Northridge; California State Polytechnic University, Pomona; California State College, San Bernadino; and San Jose State University. (BD)

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Explorations in Professional Development:

The First Three Years

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Explorations in Professional Development: The First Three Years

THE CENTER FOR PROFESSIONAL DEVELOPMENT
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

A Final Report
prepared by

David H. Ost

October, 1977

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Foreword

This document is the first major publication summarizing the efforts of the Center for Professional Development, California State University and Colleges' response to the increasing faculty need and desire to grow professionally. The broad-based approach reported here is a dynamic process; its three overlapping facets are the personal growth of faculty, improvement of the instructional process and the relationship of those components to the total learning environment.

This program was a response to the realization of the staff of and programs sponsored by the Division of New Program Development and Evaluation, Office of the Chancellor, California State University and Colleges, that faculty development was a by-product of the instructional process. A three-year grant, beginning in 1974, from the Fund for the Improvement of Postsecondary Education (FIPSE) has provided in excess of $300,000 for this program. In addition to continued internal support of approximately $100,000 annually from New Program Development and Evaluation to support the on-campus development of this program, participating campuses have contributed substantial financial commitment. This publication represents the final report of the period during which external funding was provided. Though this document reflects the end of the first phase of program development, it should be recognized that the program is continuing and expanding within New Program Development and Evaluation. What is reported here is not intended to be definitive but provides information on a variety of approaches to professional development. Eleven campus strategies are described as episodes and explorations; hence the title "Explorations in Professional Development." Each campus program has evolved to suit local campus needs; as a result each program is unique, yet, the programs share many common goals and objectives.

The California State University and Colleges can be assured that they are providing regional and national leadership in the area of professional development. It is intended that the program continues to improve and grow as an integral part of all nineteen California State University and Colleges.

Kenneth L. McWilliams, Director
Center for Professional Development

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Perspective on Professional Development

In the past several decades, higher education has operated on the same premises as the contemporary society it serves; it has only been recently that several long-time assumptions have been exposed as invalid. We now accept that growth of the population and technology is not without limits; that natural resources are finite; that there may be ways to understand nature other than through mathematical reasoning and rationality; and that recycling, miniaturization, and ephemeralization are necessary for the survival of humanity.

Higher education is responding to the philosophical implications of these issues in a variety of ways, not the least of which are programs for members of the higher education community designed to facilitate *and* accommodate change. Professional development is not new in higher education. Traditional means of faculty and institutional renewal have included sabbatical leaves, support for research, encouragement of professional travel, and other individualistic approaches – strategies which encouraged individuals to update their knowledge of the academic discipline, to increase their professional contacts, to enhance their credentials – all of which added to their potential mobility.

Since the advent of these professional development procedures, however, the society, as well as the environment within which it operates, has changed. These changes have necessitated a new look at professional development, the changing needs of faculty members, and the mechanisms available for satisfying those needs. Although the more traditional components of professional renewal are still viable avenues for self-improvement, such approaches are inadequate mechanisms for dealing in a more comprehensive manner with the contemporary problems of professional development. Cost-effective accounting, declining numbers of faculty positions, a reduction of monies available for research and travel, as well as diminished faculty mobility, are all too familiar to members of the higher education community.

Higher education has undergone significant change in the past two or three decades. Although the basic purposes may be the same, the structure and size are different, mechanisms for providing financial support have been modified, the student profile has changed, and the needs of the faculty members are expressed differently. The professional development strategies of 20 or 30 years ago are not in themselves sufficient avenues for dealing with faculty needs in a contemporary environment.

The changes in higher education have resulted in faculty members being mismatched or misplaced in their career objectives. For example, faculty members who were primarily interested in research in the past would have found institutions which could satisfy that need through appropriate resources. Today such young research-oriented professors who find themselves in the CSUC system must face the reality that the institution which hired them verbalizes a primary commitment to teaching with nearly zero resources available even for occasional research activities. Yet, the reward system is still, in the main, based upon assumptions that were perhaps valid 20-30 years ago, but are of questionable truth today. Published material and research achievements are but two measures of scholarly activity in the CSUC system.

Diagnosis and Treatment

It is common to read of *faculty* development activities which suggest the correlative that faculty members are underdeveloped. One pictures flat-chested hairless adolescents waiting for their hormones to begin flowing so they can enter the adult world of higher education. One can carry the analogy further by suggesting that some *prescribed* treatment (obviously determined after appropriate *diagnosis*) will be suggested which can correct the affliction. Cures usually take the form of a workshop (equivalent to a shot in the arm) or discussions at a retreat or around the seminar table (out-patient therapy). Theoretically, the faculty member will blossom into a

full-fledged teacher, dedicated to the goals of the institution with a primary concern for the intellectual growth of his/her students.

Although there are indeed genuine diagnostic procedures for identifying *both* the strengths and weaknesses of a faculty member's performance, the usual techniques are holdovers from decades past. That is to say, criteria are mixed and the evaluation (diagnosis) of faculty in higher education reflects the negative as evidenced by such commonly heard diagnostic conclusions as:

> if you don't have an on-going research program, you cannot possibly be up-to-date;
>
> if you don't attend professional meetings (even at your own cost) you obviously are not interested in your field;
>
> if students don't like you (as recorded on student evaluation forms), it is clear evidence that you are a poor quality teacher;
>
> if you don't attend programs related to faculty development, you obviously are not interested in teaching; and
>
> if you aren't heavily involved in faculty committees and task forces, it is clear you have no commitment to institutional goals.

Many a faculty member has encountered standards of this type which transfer total responsibility to the individual. The cause and effect relationships internal to such criteria are not known, nor is the value system upon which they are based clear. Faculty members go through the appropriate motions, but in such an environment, motivation is a function of guilt. Whether the source of such feeling is intrinsic or extrinsic the end result is a distorted precept and a negative perception of the situation. The individual is uncomfortable having been assigned the responsibility for the situation, but given no control over factors which control it. This is a pyrrhic victory for professional development and higher education.

Dynamic Concept

The literature of the past five years is filled with suggestions and operational definitions of professional development, yet there is no single best description, for the concept is as dynamic and diverse as the label implies. A concept of professional development is emerging, however, which is designed to provide faculty with positive perceptions and motivation. It appears that development can be viewed as having three broad but interdependent components. Focus on one without attention to the others results in less than satisfactory results.*

Personal Development is one component. Issues which underlie much of a faculty member's total interaction with students, colleagues, and the institution as a whole are classified under this rubric. Self-image as a teacher, as a professional, or as a person is a basic for much interpersonal interaction. Elaborate defense mechanisms evolve which can be significant factors in determining teaching styles as well as influencing the type of behavior exhibited in meetings of all types.

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*The concept as presented here draws heavily on the ideas set forth by Bergquist and Phillips ("Components of an Effective Faculty Development Program" *The Journal of Higher Education*, 46: 177-211, 1975) and Jerry Gaff (*Toward Faculty Renewal*, Jossey-Bass, San Francisco, 1975, pp. 5-7).

Individuals who view themselves as researchers may have never considered the possibility that teaching in and of itself may be as rewarding as basic research. An example of ungratified self needs is exemplified by the faculty member who interacts with students purely for personal ego gratification. Whether such situations are good or bad is *not* the issue. The point is that many members of the higher education community do not know how their personal needs are being reflected in their work or how others are manipulated to gratify such basic needs.

Perhaps if persons working with professional development gave more attention to the problems of needs gratification and the design of programs to meet such needs, greater success would result. Personal development seems, at minimum, a corequisite to other aspects of professional development. It seems questionable to ask faculty members to deal with problems related to self-actualization and self-renewal when safety-survival needs are unmet.

Instructional development appears to be the most often addressed professional development component. In this cluster of issues, the techniques and technologies of instruction are the prime focus. Generally, the usual format is a workshop or seminar dealing with topics such as the use of audiovisual techniques or applications of the computer in the classroom. Although techniques and technologies are discussed, it is uncommon for a faculty member specifically to identify his/her strengths as a teacher and then build on those strengths. The connotation of announcements of such programs is, more often than not, negative in tone. Faculty are informed that they are doing something inappropriate in their teaching and they should take steps to correct the deficiency.

There are many reasons why instructional development is perhaps the most frequently addressed component within professional development. The prime reason is probably because it is easier to present information about strategies and technologies than to address the broader issues of professional development. Unfortunately, many of the teaching techniques discussed and described require practice. It takes self-confidence to initially try a new approach and more self-esteem to try it a second time if the first attempt fails. Student and colleague input also can become real barriers to practice. Finally, there is no practice room or place to trial market the new approach. This leads to the third component of professional development.

Environmental modification is the least frequently addressed component of professional development. A faculty member who has learned a new skill, technique, or general approach to curriculum organization frequently is confronted with an environment where expression is handicapped. The competitive atmosphere of higher education is not characterized by feelings of trust and positiveness. There are constraints and barriers to innovation, in personal relationships, departmental policies, organizational structures, and institutional procedures. It takes organizational support to foster and facilitate such ventures. If the reward system does not recognize this investment, trying something different is a fruitless endeavor.

Professional development programs must include a strategic component which deals with environmental modification. This mechanism would likely include the development of skills in decision-making, managerial techniques, and general group-process. The thrust would be team-building and the goal an environment in which *trust* is the prevailing quality and where risks could be taken without fear of reprisals.

If commitment to institutional objectives is to be a reality, faculty members must have some ownership in those objectives. One method of fostering ownership is to facilitate the investment of time and effort. This only comes about in a secure, positive environment.

Although most persons know what they don't like about themselves, it is important for purposes of individual survival to mask such weaknesses. Unless the environment fosters introspection, individuals seldom come to grips with their weaknesses. The techniques for masking are reflected in the teaching methods selected and the forms of interaction with students and colleagues.

Similarly, many professionals will not admit what qualities they like in themselves. The result is a false modesty, characteristically apologetic, which becomes apparent in the teaching style.

Summary

Professional development programs which integrate all three components of clusters – personal development, instructional development, and environmental modification – have a greater potential for success than those which deal with only one or two of the clusters. Objectives for professional development programs can vary greatly. However, Table 1 provides a generalized list taken from a variety of sources. The depth and breadth of the results are not readily measured, but it is easy to see that participating individuals might develop skills of self-evaluation which go beyond the boundaries of the college or university. Self-awareness is a commodity which is critical to any value clarification effort.

While the obvious intended beneficiary of any professional development program is the student, viewed in the broader context professional development may become the basic ingredient of institutional self-renewal. Normally static, self-serving structures, colleges and universities may become better equipped to respond more readily to the needs and demands of society.

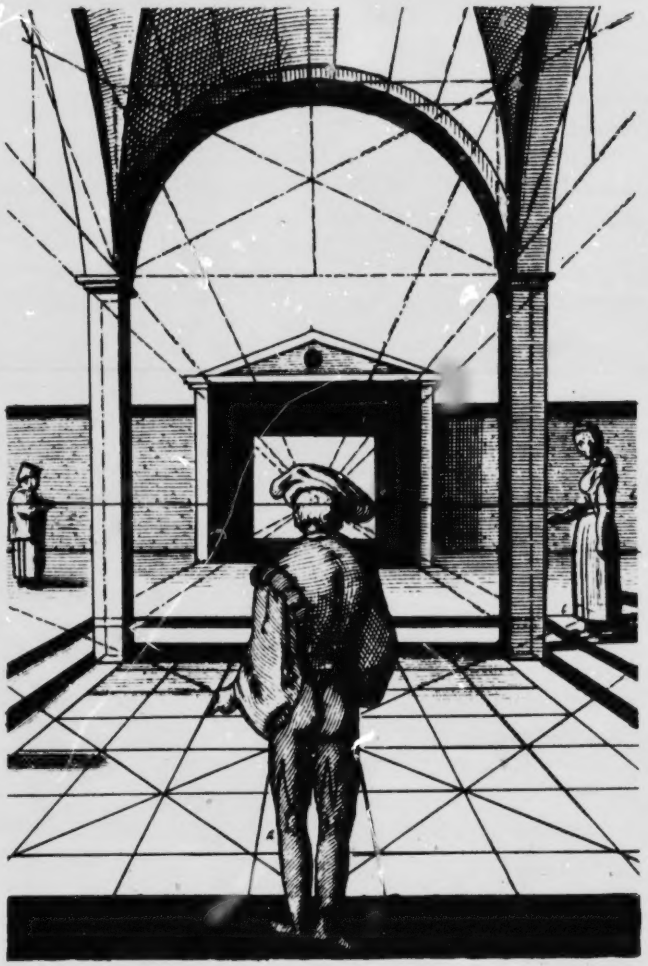

TABLE 1

OBJECTIVES OF PROFESSIONAL DEVELOPMENT

Instructional Development efforts assist the faculty members to:

Clarify and define attitudes, values, and assumptions regarding the teaching/learning process;

Define specific measurable objectives for both the intellectual and personal development of students;

Design and develop alternative learning materials, activities and experiences appropriate to the objectives for students with various types of learning styles, utilizing, wherever possible, campus resources for the improvement of teaching;

Conceptualize and define teaching styles and experiment with new techniques and methods consonant with their style and appropriate to their objectives; and

Develop alternative evaluation procedures to determine the extent of student accomplishment and teacher effectiveness, including the utilization of feedback from students and colleagues.

Personal Development efforts assist the faculty members to:

Identify and clarify their attitudes, values, goals, and aspirations, and evaluate their personal, instructional and curricular programs, and organizational roles in light of these values and goals;

Identify areas of personal and professional strengths, which can be maximized in their work, and areas which need to be improved;

Improve interpersonal and communication skills in order to interact more effectively with students, colleagues, and others;

Develop attitudes favorable both to creative instructional innovation and experimentation, and to continued ongoing personal and professional development;

Provide opportunities for the facilitation of self-awareness and the self-concept;

Foster career development and life-long learning experiences; and

Increase knowledge by participation with colleagues of the issues and problems of higher education in general and the teaching/learning process in particular.

Environmental Modification efforts assist the members of an institution to:

Clarify and define organization goals;

Develop policies, practices, and procedures designed to achieve goals, particularly those relating to teaching and learning;

Develop evaluation procedures to assess attainment of institutional goals;

Clarify and define attitudes, values, and assumptions regarding the management of their organizations;

Identify and develop the effectiveness of various leadership styles;

Develop management policies and procedures that are responsive to individuals with varying work and temperaments;

Develop campus policies and procedures to encourage, facilitate, and reward faculty for teaching effectiveness and efforts to improve instruction;

Develop reliable and acceptable procedures for evaluating the quality of teaching; and

Create an environment which will contribute to the enhancement of CSUC system policies supportive of efforts to improve instruction.

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Design for Renewal: The Center for Professional Development

Background

Programs of professional development are a phenomena of the 1970s. Decreased faculty mobility, declining student enrollments, increasing demands for diminishing resources, changing student populations, and faculties who are largely tenured have had significant impact on higher education in this decade. Like society as a whole, higher education is becoming cognizant of the fact that its resources are finite and that renewal and recycling efforts are essential.

Changes in higher education have brought many unique problems. For example, many faculty members who were trained as researchers now find themselves in institutions where the emphasis is on teaching. This mismatch or misplacement may cause them to be frustrated with the environment in which they find themselves because it is inconsistent with their initial long-term career goals. Their basic needs as they perceive them seem to go unfulfilled and their dissatisfaction interferes with their ability to interact effectively with students, colleagues, and members of the community.

Faculty dissatisfaction and other problems of the 1970s have forced higher education to come to grips with problems that have long been ignored. It has become clear that renewal is needed in the system, in the institutions and in the individual faculty members. There is little evidence that traditional programs designed to maintain faculty vitality have much effect on teaching excellence. For example, sabbatical or research leaves contribute primarily to increasing the faculty member's knowledge of an academic subject and research skills. Teaching effectiveness is a function not simply of knowledge but of skill in teaching, recognition of the variety of students' learning styles, and personality characteristics. All contribute to the environment in which the instructor functions and in which the student learns; opportunities must exist for a faculty member to develop all dimensions of his or her role in the classroom.

Through programs of professional development higher education has begun to respond to the problems of renewal associated with teaching effectiveness, faculty needs, and instructional maintenance. These are not new concepts. Leaders in industry and business who realize that investments in people are essential to a dynamic company or corporation have long had such programs. Only in recent years has higher education taken systematic steps to address these problems of renewal. Programs have begun to be instituted to assist faculty to identify areas in which performance might be improved and to provide means for producing this improvement. These foster development in such diverse areas as instructional uses of the computer, applications of audiovisual materials and processes, and improvement of lecture and discussion techniques. In addition, increasing numbers of programs are giving attention both to organizational development within the institution and to the personal development of the faculty.

The idea for creating the CSUC Center for Professional Development originated with the experience of the Fund for Innovation and Improvement in the Instructional Process. Evidence from pilot projects designed to test the value of a variety of nontraditional approaches to teaching and learning revealed that no matter how enthusiastic the faculty member might be about trying alternatives to the usual lecture/laboratory format, he or she often was ill-equipped to carry it out. The reasons are not too difficult to find. Most faculty have been educated in traditional institutions; they have themselves been taught in classrooms where the fixed lecture was standard, and the doctoral programs from which they graduated offered them little training in how to teach. To encourage innovation on the campuses, it was clear that faculty members would require assistance.

The CSUC Center was established in 1974 to assist individual campuses in developing autonomous programs of professional development. It identifies appropriate resource personnel for campus programs, brings together representatives of various campuses with common problems, secures external support, assists campuses in the design of programs, and serves as an information clearinghouse for all campuses in the system.

A systemwide agency like the Center can most easily facilitate interaction among the campuses. It is common to receive a request for information about professional development from one of the campuses that has no such program. When it does, the Center arranges for a faculty member from a campus with a well-established program to visit with faculty and administrators who are interested in instituting a center on their campus. He or she shares what has been learned from the experience of his or her campus with professional development. The Center further links the campuses by providing representatives the opportunity to visit ongoing programs.

Perhaps the most important work of the Center during the initial phases of its evolution has been to collect data about the various campus-based programs. Only from a systemwide perspective can similar problems be readily identified and solutions to them documented. Although campuses have similar difficulties in establishing programs, the problems are not identical. The political milieu as well as the size of the institution or the faculty differs. The Center is better able to recognize the range of solutions within the context of the campus settings.

The Center is also in a position to help campuses draw on system resources. It attempts to make information about the numerous efforts related to professional development housed in different agencies within the system available to the campus program directors as well as the faculty at large. It encourages experiments to integrate different systemwide programs on the local campuses. And it monitors efforts to determine their effectiveness.

Financing

Support for the Center and selected campuses has been provided from three sources. Approximately $300,000 was made available through a three-year grant from the U.S. Office of Education's Fund for the Improvement of Postsecondary Education (FIPSE). These monies were used to finance the Center's central office operations. An additional $300,000 (approximately $100,000 annually) was allocated by the CSUC Fund for Innovation and Improvement in the Instructional Process to pay for staff to operate the programs of the associated campuses. At least $300,000 in support staff, travel, reassigned time, and other services has been given by the campuses to underwrite local efforts.

Administration

The governing body of the Center is a Policy Board composed of one representative appointed by each of the nineteen campuses, one nominee of the Statewide Academic Senate, three student representatives, a representative of the Faculty and Staff Affairs division of the Chancellor's Office, the Dean of New Program Development and Evaluation, and the Vice Chancellor for Academic Affairs. This Board determines and approves policy and general operating procedures for the Center and develops and/or approves guidelines and criteria for participating institutions.

Because the Board is necessarily large, authority to make policy for the Center has been delegated to a Steering Committee. It is composed of four campus members from the Policy Board, one of

whom is the chair; the Statewide Academic Senate representative; the representative from Faculty and Staff Affairs; and the Dean of New Program Development and Evaluation. The Center staff report to both the Policy Board and the Steering Committee and receive advice and guidance from them. Staff do not vote, but attend all meetings of both bodies.

The Policy Board had an especially important role during the establishment of the Center. Since its purpose is to assist individual campuses in developing local programs of professional development, it was important that its policies be a result of consultation with campus representatives. These Board members served as a communication link with campuses, selected the campuses to be supported through the Center, and provided a mechanism to foster interest on their campuses in the Center.

After eighteen months of operation the Chico campus determined that it no longer needed full support from the Center to carry out its program. When half of the resources for 1976-77, formerly devoted to it, were released, the Center could then support a program at a seventh campus, Fullerton, in accord with the original plan to involve other CSUC campuses as funds became available.

The Center worked with each of the campuses selected to collect data about these three areas. Strategies for achieving them vary from campus to campus. They represent the systemwide effort and do not reflect the program on any given campus. The goal of the Center is to gather information concerning the successful techniques and mechanisms employed by the campuses in attaining the objectives of their respective programs. Such information is useful to other institutions as they consider initiating programs of professional development.

Although the operation of faculty development programs must, by their very nature, be campus-based and campus-run, a structure that will stimulate, foster, and provide general assistance to campus efforts is necessary. The Center for Professional Development provides that structure.

The Future

Although grant monies provided by FIPSE will terminate June 30, 1977, the Center will continue through an increase in support from the Innovative Fund. This is not purely an administrative decision. The Policy Board, which includes representatives from all nineteen campuses and students, demonstrated its backing of the Center through a motion which was passed unanimously.

> The Policy Board strongly recommends that the Center for Professional Development be continued and that it be staffed by a full-time director and provided necessary support.

Clearly, initial skepticism of professional development and expressed concern about a systemwide effort have been alleviated.

The extent to which the Center and its programs have gained credibility is further demonstrated by the Policy Board's willingness to assist the Center to economize by disbanding itself. Because there is no longer a need for a special group of campus representatives to monitor the operations of the Center, the Policy Board unanimously agreed to terminate itself at the end of the program year (June 30, 1977).

Recognizing, however, that the Center should have a group to advise it, the Policy Board recommended that the Campus Coordinators,

associated with the Division of New Program Development and Evaluation, assume that role.

Clearly, there is wide-based campus-level support for the concept of professional development as implemented by the Center through its programs. Support for the concept of the Center and campus-based programs is also apparent in recent actions taken by the CSUC Board of Trustees.

Recognizing the potential impact of steady state on the maintenance of a quality faculty, the Board of Trustees established an ad hoc committee "to study all matters relating to the procurement and retention of a quality faculty." (September 25, 1974.) At the March 24, 1976 meeting of the Board, the following resolutions were adopted:

> **RESOLVED**, By the Board of Trustees of The California State University and Colleges, that the Board adopts as policy the recommendations contained in the September 1975 (as revised on December 23, 1975) Report of the CSUC Ad Hoc Committee on Procurement and Retention of a Quality Faculty, as detailed in Agenda Item 2 of the January 27-28, 1976 meeting of the Board of Trustees with the exception of Recommendation No. 24 thereof; and be it further
>
> **RESOLVED**, That insofar as additional funding is required the recommendations will be considered for inclusion in the budget for 1977-78 by the appropriate Board policy committee(s) and the Committee on Finance in light of overall policy and budgetary considerations; and be it further
>
> **RESOLVED**, That the Chancellor is requested to monitor implementation of the recommendations adopted and to report periodically thereon to the Board (p. 4140).

The Report of the CSUC Ad Hoc Committee on Procurement and Retention of a Quality Faculty contained the following recommendation:

> The Board of Trustees should encourage the development of systemwide and individual campus programs which fall within the recent movement in higher education generally alluded to as "faculty development." Such programs are to focus upon methods of facilitating the professional development of faculty members (p. 24).

By the end of June 1977 six campuses will have had the opportunity to explore the concept of professional development through campus-based programs. In addition, Fullerton and Long Beach, closely tied to the Center over a period of three years, will have had some support for its program. It is anticipated that each campus will soon have to determine whether or not the campus program should be terminated, can be supported through local funds, or needs an additional year of support in order to maintain momentum and insure continuation beyond 1978.

Campus programs may be terminated for a variety of reasons. Faculty may feel the resources might be better utilized in other ways. On some campuses the concept of professional development may better be implemented in other ways. In any case, campuses which terminate programs will have data upon which to base their decisions.

Some campuses will decide that they are capable of underwriting the cost of their program out of local resources. At least one campus has demonstrated that the campus program is capable of generating enough faculty and administrative support to continue its operation. Campuses which gain such support would still continue as part of the Center's communication network sharing their experience and expertise with campuses just beginning.

In some cases, campuses which have received funding for two or three years may need an additional year of support to stabilize the local program. Needless to say, such requests have to be justified and the need substantiated. Based upon the experiences of the CSUC Center and of other similar efforts across the country, it requires several years to generate the necessary internal good will and interest needed to maintain on-going professional development.

Some minimal financial support is critical during the initial stages of program development. The establishment of priorities, of purposes, and objectives occurs best when the process is externally stimulated. It is only with time for planning provided through external funding that we can insure that campuses review models, establish goals and objectives, identify resources, create appropriate mechanisms, and design effective programs. Neither faculty nor administrators have the time to take on what is really an additional responsibility.

Contemporary programs of professional development must have the support of the faculty and administration if they are to succeed. Such support will only come when they realize the role of professional development in providing a quality education for our students. Such changes of perceptions take time. Professional development must be welcomed as a vehicle, more important than ever in a time of steady state, for the improvement of education for students in the CSUC system.

Not all campuses will likely begin programs within the next few years. An incremental approach to program development has a number of important advantages. Professional development is still emerging as a concept and models will have to be revised and restructured as they are adapted to changing local needs. Such changes must be continually monitored and documented to ensure maximum effectiveness and efficiency. To this end, the Center for Professional Development will continue to:

- Gather data on model faculty development programs within the state and across the country and make such information available to the campuses;
- Assist individual campuses in establishing local programs of faculty development in response to local needs;
- Identify appropriate resources for use by the campus programs;
- Bring together representatives of campuses with common problems;
- Cooperate with professional societies and associations to provide CSUC faculty professional development programs unique to academic areas;
- Cooperate with other agencies as necessary to jointly sponsor systemwide programs related to faculty development (conferences, workshops, etc.);
- Monitor and otherwise assist in the evaluation of campus programs for the purpose of gathering data of use to other programs within the CSUC system; and

- Monitor and arrange for external evaluation of the Center and of all of its operations on an annual basis.

The long-term goal of the Center is to provide individual campuses the opportunity to evolve campus-based programs of professional development. Some of the objectives for local programs which have gained importance over the past three years are given in Table 2.

The Center for Professional Development responds directly to problems facing higher education. It is an efficient approach to resolving the rather complex issues of steady state. A programmatic approach to professional development is generally considered to have long-lasting effects as contrasted with short-term results of isolated workshops, conferences, and seminars. The Center has significant potential for improving the quality of education in the CSUC system.

TABLE 2

OBJECTIVES OF SUCCESSFUL CAMPUS PROGRAMS OF PROFESSIONAL DEVELOPMENT

A. To encourage faculty members to gain:

   1. New techniques and tools for evaluating learning;

   2. Diagnostic skills and procedures necessary for programs of individualized student learning; and

   3. An awareness of and training in innovative approaches to teaching and learning.

B. To provide faculty members the opportunity to obtain:

   1. Experience in nontraditional teaching methods appropriate to innovative approaches to teaching and learning;

   2. Training in traditional teaching methods appropriate to the academic discipline in which they teach; and

   3. Training in aspects of innovation which require specialized skills such as evaluating experiential learning, developing competency-based curricula, or use of media.

C. To make available to faculty members training in areas which are not unique to an academic discipline but which relate to teaching roles and to the role the faculty member has as a member of the institution.

D. To assist the faculty member in understanding some of the broad-based problems facing higher education so that he/she gains:

   1. Increased understanding of the goals of the institution and how they relate to the instructional program and the needs of students; and

   2. The ability to develop relevant programs of learning for students.

E. To help the faculty member develop skills and tools related to the:

   1. Evaluation of learning;

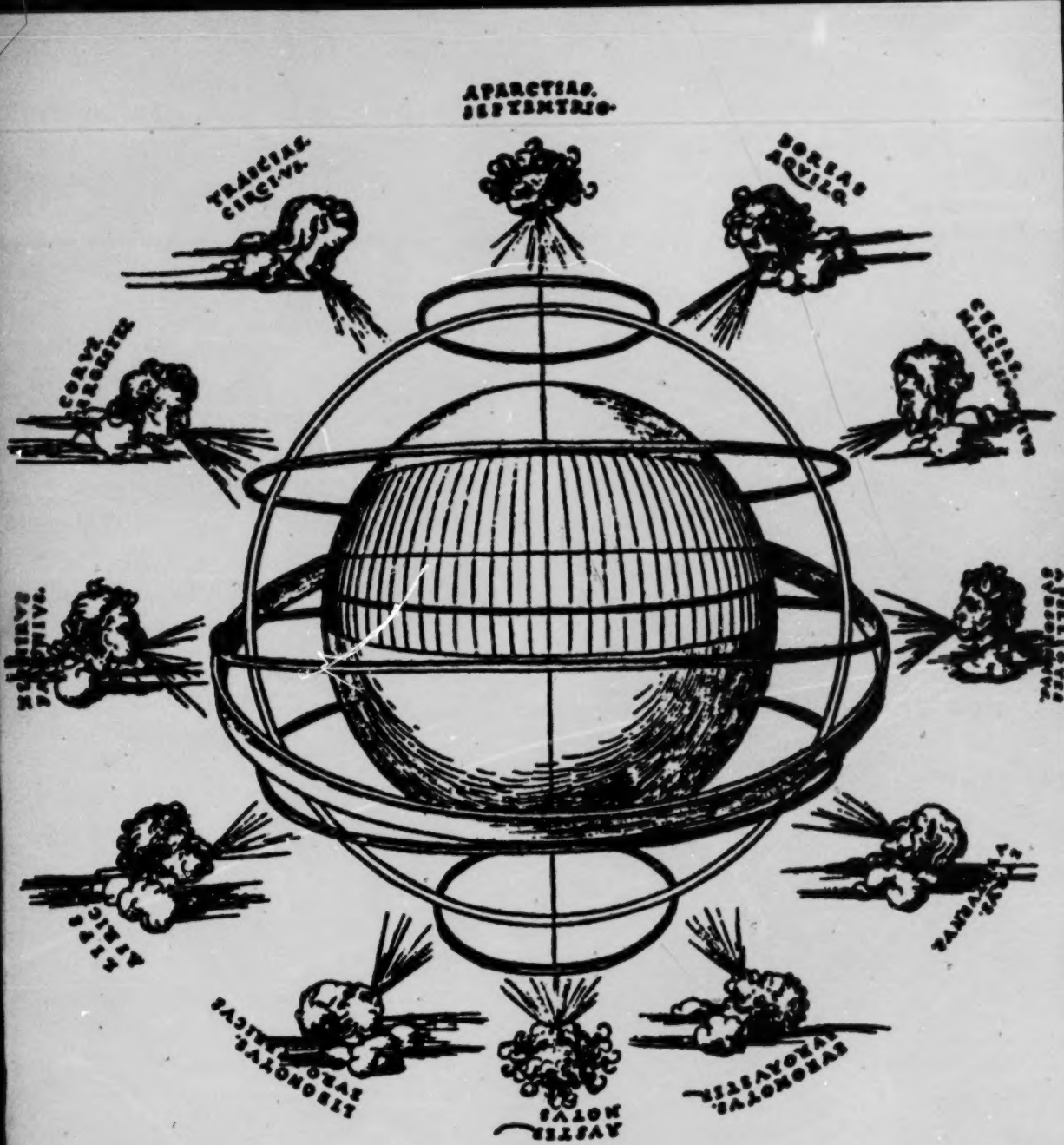
   2. Assessment of student needs and abilities; and

   3. Use of new instructional methods and educational technologies.

F. To enable the faculty member to gain a perspective of higher education generally and the institution specifically which will improve the individual's ability to:

   1. Advise students in regard to curriculum matters and broad-range career goals; and

   2. Work effectively in curricular and other matters related to the quality of education he/she, the department, and the institution provide.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Evaluation: 1974-1977

Evaluation has been continuous since the beginning of the Center's operation. Each campus project systematically evaluates local activities in terms of goals and objectives. The Center receives feedback on its activities informally. External evaluators under contract provide holistic evaluation of the Center, the campuses, the Policy Board, interactions among the various groups, faculty perceptions, and the like.

External Evaluations

The Center began its operations when professional development programs across the country were in their infancy. The concept was still evolving. Objectives, long-term goals, effective methods to accomplish those goals and objectives were not clear; operational definitions of such terms as renewal, development, retrenchment, etc., were still being perfected. Since the goal of professional development is long-term institutional and faculty renewal, the only meaningful summative evaluation is long term. But a formative evaluation can provide useful data for purposes of decision-making and program development.

A 1974-75 evaluation of this type was conducted by Dr. James W. Trent, University of California, Los Angeles. Data were collected through interviews, site visits, and questionnaires submitted to a random sample of twenty faculty members on each of the nineteen campuses.

Trent made recommendations and highlighted issues rather than reached judgments about success or failure. Among the issues he identified as being particularly related to the Center and its programs were:

- *Advancement and Tenure*. Faculty on every campus visited spontaneously expressed their concern that the criteria and processes for advancement and tenure and the status of tenure itself constitute the number one problem in the minds of the faculty.

- *Collective Bargaining*. This issue came up almost as often as the matter of advancement and tenure, and usually in the same context since both issues were seen as part of the same problem. The chief concerns regarding collective bargaining were its effect on advancement and tenure, classroom management, faculty-administrative relationships, and the quality of education.

- *Funding*. Inevitably, a major problem voiced on every campus was lack of adequate funding to carry out the projects properly. The evidence is that most, if not all projects are under-funded, just as is the Center itself. This is true especially in light of the needs for, objectives of, and potential impact of these efforts. The amazing thing is that as much has been accomplished as it has under the circumstances.

- *Attitudes Toward the Chancellor's Office*. Faculty commonly carp about their administration. The evaluator, however, was unprepared for the degree of faculty suspicion and antagonism toward the Chancellor's Office that came up on each campus.

It should be pointed out that this evaluation was carried out after campus projects had been in operation only five months. Recommendations made by Trent focused upon operational strategies which by and large were implemented by the Center during the following months.

Proposals for an evaluation design which would continue from 1975 to 1977 were solicited from four independent groups during the second year of operation. The staff and members of the Steering

Committee decided to engage Dr. William Bergquist, an independent consultant. He used a social-anthropological paradigm. Bergquist proposed that the evaluation would be formative in nature; increase the capacity of the system to conduct its own evaluations; give program leaders a clearer sense of the dynamics of their activities; generate information that is valid and useful; increase choices available to participants and insure ownership of participants for both the information and choices; assess the nature, intensity, and scope of program impact; assess the complex and often "synergetic" interaction with other programs in the system: focus on the personal characteristics, values, strengths, and weaknesses of those individuals who are most intimately involved in the campus projects; and blend a variety of evaluative tools and perspectives.

As a result of four months' work in the spring of 1976, Bergquist and his associates prepared a separate evaluation report for each campus, one for the Center, and summaries of both. Bergquist, like Trent, identified several issues that seemed to be of concern on most of the campuses. These, however, were generally local. Among the items identified by Bergquist in the 1976 report are:

- *Intensity Versus Diversity of Campus Programming*. Each campus has had to make a choice between doing one thing well (intensity) then confronting the issue of diversification; or doing a variety of things (diversity) then focusing in on one or more issues or projects of particular relevance to the institution or one segment of the institution. Both approaches can be quite effective, though at this relatively early point in the CPD program, those campuses that have focused attention and energy on one or two issues seem to have produced the greatest impact. Over the long run, however, a strategy of diversity may be more effective.

- *Program Ownership*. Attitudes on the part of the faculty about the need for and purpose of each of the campus projects vary. As a result of the scheduling of the submission of campus proposals in the early fall of 1974, many of the projects did not receive meaningful input from faculty when the proposals were written. Several of the projects are still struggling with problems created as a result.

- *Conflicts Between Teaching and Research Priorities*. On most of the campuses, significant tensions exist among the faculty in terms of institutional priorities in the areas of teaching and research. Most of the faculty development programs have been responsive to instructional issues, and as a result, have appealed to those especially interested in teaching. Some of the campus projects may have to broaden their appeal by providing research assistance or consultation on intellectual and scholarly matters. In providing research assistance, however, these projects may be contradicting the primary mission of CPD and even of the CSUC system. By touching on intellectual and scholarly issues, these projects may be treading on the sensitive ground of disciplines and areas of faculty specialization.

- *Relationship of Faculty Development to the RTP Procedures*. On most of the campuses, a debate was continuing over the role to be played by faculty development projects in the campus RTP procedures. On the one hand, faculty development projects can provide faculty evaluation, performance documentation (portfolios), and instructional training. In this way, the projects can increase their own credibility, while insuring that faculty evaluation is directly linked in a constructive way with faculty development. On the other hand, they can easily become politicized. As a result, trust and interpersonal support can be lost.

- *Relationship of Campus Milieu to Faculty Development Programming*. On those campuses where there is strong faculty/administrative antagonism, faculty development projects have been hard to implement. In those instances in which a campus is essentially commuter-based, faculty, administrators, and students express need for a greater sense of community.

- In general, it appears that the more diffuse the program, the greater the probability that the campus milieu would influence the nature and success of the campus project. Those projects that focus on specific issues seem to be able to operate somewhat independently of campus problems and constraints in the milieu – though once again, it was noted that over the long run, the diversified projects that must deal directly with milieu problems may be more viable.

The 1976-77 evaluation was again conducted by Bergquist and his associates. The process began in January and was completed in August. Data were collected through interviews, questionnaires, and document reviews. Information related to various general themes were accumulated.

- *Knowledge of Campus Programs*. Four of the seven campus programs were assessed by means of a questionnaire. Respondents were asked to indicate the extent to which they are knowledgeable about the professional development program on their campus. The results from these questionnaires must be interpreted with caution given potential sampling biases and the gross measures of program knowledge which were employed. Forty-eight percent of the responding faculty and administrators indicated moderate knowledge, while another 27 percent said that they have some knowledge of the program and 16 percent said that they have extensive knowledge. Only seven percent indicated little knowledge and two percent no knowledge. In general, we can conclude that these campus programs have been quite successful in encouraging members of the campus community to learn about the program.

  In the 1974-75 evaluation, James Trent found that only 19 percent of the faculty at the six funded campuses were aware of the program on their campus, whereas 98 percent say that they are now at least aware of the program. The individual campus data indicated that after only one year, the Bakersfield program was known to the largest percentage of the campus (83.3%); the other three campus programs (Northridge, Fresno, and San Bernardino) being known to about 37 to 40 percent of the faculty. All three of the latter programs have apparently made significant advances in terms of program knowledge when the 1974-75 and 1976-77 data are compared.

- *Appraisal of Program Success*. In the case of three campus programs (Northridge, San Bernardino, and Fresno), the questionnaire respondents were asked to provide an overall assessment of success. The greatest number of respondents (41%) indicated that their campus program has been moderately successful, while 32 percent assess the program as marginally successful and 20 percent as highly successful (see Table 2). Only seven percent of the respondents describe their campus programs as "not successful."

  These questionnaire results must be viewed conservatively, for in general, respondents tend to rate programs more positively than they actually feel. Nevertheless, several of the other campus programs appear from interviews and observations to be equally, if not more, successful than these three. The results reflect positively on the overall professional development efforts of the CSUC system.

- *Concerns of the CSUC Faculty*. Faculty in the CSUC system are a varied and highly interesting population. A wide range is evident in the skills, interests, and motivations of these faculty members. Three generalizations, however, can be drawn:

  1. The faculty – like the students – are often "commuters." They not only often live at a considerable geographic distance from campus, but they also often live at a psychological "distance" from campus. They tend to devote some attention to interests that are not related to the collegiate institution of which they are members. At many other colleges and universities, the primary professional development issue concerns the loyalty of faculty to their discipline rather than to their institution. At many CSUC campuses, however, the issue of loyalty concerns the faculty member's interest in activities that lie completely outside the domain of higher education: private practice or consultation; recreation; avocation; community services; family; and so forth. One faculty member describes a "centrifugal" force which seems to drive both students and faculty away from campus.

     There are obvious exceptions to this general observation and many other colleges and universities in this country that fit this description; nevertheless, this "commuterism" phenomenon is widespread in the CSUC system and offers a uniquely complex challenge to professional development practitioners: How do we bring faculty back to campus so that they might want, and can find time, to work on their own professional development as instructors, advisors, scholars, or active members of the college community? In some instances, a professional development program may have to devote as much attention to community building as to individual professional development.

  2. The faculty at CSUC colleges and universities can also be characterized by a tension between aspirations and realities, which in many cases has led to a mid-career crisis. During the late 1960's and early 1970's many CSUC faculty moved up rapidly through the ranks of their institution – from assistant, non-tenured status to the tenured rank of full professor. They experienced job mobility within their college or university, and were recognized for professional achievements by tenure and promotions. In the late 1970's, these faculty no longer have any new challenges, new sources of recognition, or prospects of job mobility (either within or between institutions). Furthermore, in many instances their primary interests continue to reside in their work as researchers or scholars (or in their work off-campus). These interests often are incompatible with the dominant teaching mission of the CSUC system.

  3. The faculty interviewed by the evaluation team seem to be primarily concerned with structural change, rather than change in either process or attitude. Many CSUC faculty seem to believe that their lives would be better and their work more productive if there were significant changes in such structural properties as policy (especially personnel and fiscal), money, space, and time. They tend to discount the value of process-related factors, such as instructional skills-development, improved colleague relationships, or greater student-faculty rapport. The CSUC faculty also generally dismiss attitudinal change (increased valuing of instruction, more respect for non-traditional students, etc.) as either unnecessary, or necessary but unrealistic.

Summary

Each campus has problems peculiar to its respective academic community. Aside from local expertise and commitment to the goals of this funded project, the greatest single strength or asset of the entire effort is the diversity of the activities carried out on the campuses to meet local needs and to deal with problems of a general nature. Although the combined efforts may appear disjointed and unrelated, it should be kept in mind that this is a systemwide effort reflecting a variety of needs and equally diverse approaches to solving problems, responding to change, and eliminating barriers between and among people, academic departments, schools, and the college.

Activities and programs of the various campus projects as well as of those associated with the Center will gain credibility as faculty members have successful and positive experiences. The integrity of the campus project itself gives a positive image for professional development to faculty members who have come in contact with its high quality programs. A slow cautious approach will help change attitudes of mistrust and suspicion to more positive ones.

It has been suggested that a major problem facing professional development in the CSUC system is the apathy of faculty and administrators. Data submitted as part of the reports from the campus projects, however, clearly suggest that the programs are reaching the target populations. Although there are exceptions, when the program has clear goals with appropriate strategies, faculty and administrators do respond. Increasingly, it seems that what was thought to be evidence of apathy was really behaviors which have a basis in mistrust, ignorance, and, to some extent, lack of confidence that program offerings really will be of benefit.

Any program with long-range goals is difficult to assess within a short-term framework. However, if one of the goals is to identify problems associated with program development, then we have in part achieved it. We now recognize the difficulties.

Strategies in the CSUC System

A review of the current literature yields numerous descriptions of approaches used in programs of professional development. It is clear from these reports that successful strategies are a result of careful planning and attempts to match the approach to the needs of the faculty. Similarly, the institutional goals and general assumptions about change must be reviewed to insure that a match exists among goals and purposes.

The results of the CSUC Center for Professional Development over the past three years must be considered tentative. Change, whether in a faculty member, a department, or an institution must be measured over a greater period of time. Nevertheless, it may be useful to others if the strategies used by campus programs in the CSUC system are described. Such descriptions may provide the reader a fuller appreciation of the scope of the CSUC professional development efforts.

Workshops have perhaps been the most common approach used to expose faculty and administrators to a new or different element of the teaching/learning process. Commonly found topics include: 1) the use of the computer in instruction; 2) learning and development theories (including Auschel, Brunner, and Piaget); 3) instructional techniques ranging from questioning strategies to small group process and educational technologies; and 4) a variety of issues related to change. Frequently the workshop format is expanded to include several sessions over a period of weeks. In general, workshops can be viewed as training devices.

Consultation is another common approach used to work with faculty. The strategy is modified in response to local needs but again, all participation is voluntary. The consulting process is frequently informal with individual faculty members simply discussing their concerns with recognized good teachers. A videotape provides a mechanism for more systematic analysis. In this case, a faculty member might request that his/her teaching be videotaped. The tape can then be discussed in a small group session, viewed privately with the aid of a checklist or, a specialist may work with the individual by providing a diagnosis and corresponding prescriptive measures. A rather novel approach to providing consultation is to use faculty from campuses other than the home institution. These faculty visit the classes of individuals who request consultation. Use of such "external" consultants purportedly reduces the elements of threat.

Seminars are used frequently when dealing with issues of change and other elements common to the affective domain. Usually, the seminars are serial in nature, spread over a period of weeks or months. Goals vary but can usually be characterized as building *esprit de corps* or a sense of community. Frequently, an attempt is made to involve individuals from a variety of academic disciplines. Although participation is voluntary, it is not uncommon for involvement to be on an invitation or nomination basis. Frequently, some type of compensation for time is provided the participants and/or the seminar leader.

Discussion groups are similar to seminars in purpose. An attempt is made to bring faculty together for purposes of building bridges of communication. The focus of the discussion groups varies but generally the issues are temporal. Books of general interest or relative to higher education are frequently used. In some cases, local campus issues may provide the central focus for discussion. It is less common for the groups to consider instructional methodology although aspects of curriculum, such as general education or interdisciplinary elements may be of interest. Participation is voluntary. Generally, the groups are small.

Retreats are used for a variety of purposes. They may be designed for departmental needs or the purpose may be to focus on personal issues. General themes have included curriculum development,

self-awareness, career planning for the professional, communication skills, and elements in the change process. The close personal contact over a weekend or similar period of time contributes significantly to better communication among the participants, both at the retreat and after they return to the campus. It is not uncommon for participants to pay their own expenses to attend these sessions of two or more days in length. Planning for the retreats can be extensive, involving pre- and post-activities.

Luncheons, dinners, and mini-retreats are multiple-hour sessions which are designed for a variety of goals. Day-long sessions with lunches are scheduled on a monthly basis. These may be designed for particular administrative groups such as departmental chairs, deans, or chairs of university governance committees. Usually, these groups meet to discuss issues facing the institutions; however, time is frequently devoted to training sessions in the use of administrative techniques. A unique use of the luncheon/dinner strategy is an invitational Saturday meeting, including lunch, which is used to bring together key faculty members for dialogue on a specific item; it may be a task force report, credentialing requirements, or similar informational elements that need to be shared within the university community. Such day-long sessions are really mini-retreats having many of the strengths of weekend retreats. *Other* strategies utilized are usually combinations or variations of the delivery mechanism described above. For example, new faculty might be treated to a luncheon, and be provided workshops or discussion sessions related to topics relevant to being a new faculty member. Another specific approach is exemplified by departmental needs. If a new piece of equipment is made available to a department or school, sessions concerning its operation as well as the theory behind it may be held. These would be followed by discussions of ways the apparatus might be used for instructional purposes in different academic disciplines.

A word about *motivation* is in order since the success of all efforts in professional development is a function of the intrinsic or extrinsic motivation of the participants. Much has been written about the importance of rewarding faculty. Recent literature indicates that faculty show improvement in teaching through the use of "growth contracts," teaching evaluation instruments, and other available data. Sessions have been sponsored which assist faculty in assembling files used for promotion and tenure decisions. However, it is generally believed that strategies designed in response to extrinsic motivation are short-lived. The real potential for professional development lies in developing intrinsic motivation and self-awareness relative to the role of the professional academician in higher education. While programs of professional development can provide the delivery systems for gaining renewed interest in teaching and the requirements for learning, the *motivation* to do so must come from "inside," and *credibility* for teaching (as opposed to research) must be provided by peer professionals. To stimulate the latter is a task that goes beyond the ability or responsibility of campus-based professional development programs.

Description of Campus Programs

California State College, Bakersfield ❖

Center for Professional Development
Jill Wilson Cohn, Director

The Campus

California State College, Bakersfield – situated in the heart of California's "Golden Empire," the world's richest, most diverse agricultural area – is entering its eighth year of operation. CSC, Bakersfield's 380-acre site is approximately three miles west of Bakersfield. Campus buildings, with the exception of the Fine Arts Theater, will be completed this year to serve an expected enrollment of 4,000 students. Singular among the 19 campuses is California State College, Bakersfield's Academic Village – the living-learning center – which houses 360 residents and provides study and meeting areas with locker space for the large number of lower-division commuter students enrolled. Bachelor's degrees are offered in behavioral and natural sciences, business and public administration, humanities, education, nursing, and medical technology. New concentrations include communications and religious studies. More than 800 students are enrolled in graduate studies. PACE, the Personality Adjusted College Education program which allows students the flexibility of progressing at their own rate by enrolling in modularized courses, is a very popular feature of the College. Additional information is given below.

Date Founded: 1965
Student Enrollment: 3,000

Faculty:

Rank	Number	% Tenured
Professor	43	98
Associate Professor	53	51
Assistant Professor	42	0
Instructor	4	0
Total Full Time	142	
Total Part Time	34	

Program Organization

The original goals of the program, established in January 1975, were focused on four areas: the development of instructional strategies; the general improvement of teaching; the individual growth of faculty; and potential sources of external funding. It is believed that the diversity of the program was important and a particularly effective beginning, since it allowed the Center to explore and address a wide variety of faculty needs.

Although the general organizational structure has been unaltered since the Center's inception, the role of the various groups has evolved. When the Center was originally established, care was taken to build in significant faculty input. Initially, most of the Center's activities were initiated and controlled by the faculty Steering Committee. In addition, a large Advisory Committee was available for additional consultation. As the program matured, the Director has become increasingly responsible for both the initiation and administration of programs. The Steering Committee remains very active but serves more for idea generation. This strategy has resulted in considerable program credibility.

A new Director and a newly appointed Steering Committee assumed responsibility for the Center during the 1976-77 academic year. An attempt was made to build on the early efforts but attention was given to the changing needs of the CSC, Bakersfield faculty. Program objectives were developed as follows:

A. To provide an on-going program which explores research and methods of faculty evaluation for the purpose of improving instruction.

B. To foster personal growth of faculty through special retreats and workshops.

C. To provide a program to assist faculty with professional planning.

D. To offer special assistance and guidance for new faculty members.

E. To help faculty (especially Village Fellows) find sources for external funding and a market for pedagogical articles.

F. To respond to individual faculty requests for seminars, information, or advice.

G. To serve whenever possible as a communicator and facilitator between the faculty and the institutional structure.

Activities

Once the objectives were identified, workshops, seminars, retreats, etc., were planned in direct response to the purpose. For example, four sessions were offered related to the first objective. One session was designed to explore methods of evaluating teaching effectiveness and to discuss ways of best using the evaluation for improvement. A second all-day session was offered to explore alternatives to the end-of-the-course questionnaire evaluation. The third session focused on teacher-student interaction analysis using a modified Flanders interaction model. Finally, a case history of a self-study effort was offered.

The Bakersfield program has had a commitment to the personal growth of faculty since the Center's inception. During 1976-77 two different weekend retreats were sponsored. The first focused on adult development theory and personal applications. The second session dealt with issues such as self-care, systems pressures, relationships, and letting go of psychological crutches.

An effort providing assistance to professional planning began late in the year and will be continued in 1977-78. One session explored methods for controlling the rate of change in one's life. This was followed by an offering which focused on ways to control the directions of change. The third session was a more pragmatic discussion of organizing time.

New faculty members are a special target population for Center activities. A reception was held early in the fall to orient the new faculty to a variety of campus structures and processes. Personal invitations to attend selected Center functions were sent to new faculty.

Numerous other workshops and discussion sessions have been sponsored by the Center as ways to meet the other objectives. Examples of topics include proposal writing, sources of external funding, use of the computer, and other sessions on instructionally-related activities.

The Center is responsible for several other types of activities. In addition to responding to individual inquiries regarding fellowships, sabbaticals, etc., a newsletter was published which described resource materials, professional conferences, and local events. A manual is currently being prepared describing journals which publish articles on educational innovation and pedagogy. This was developed in response to the need of discipline-oriented faculty who wished to write articles and papers on innovation and instruction in their respective disciplines but were uncertain as to where they might be submitted for publication.

Funding

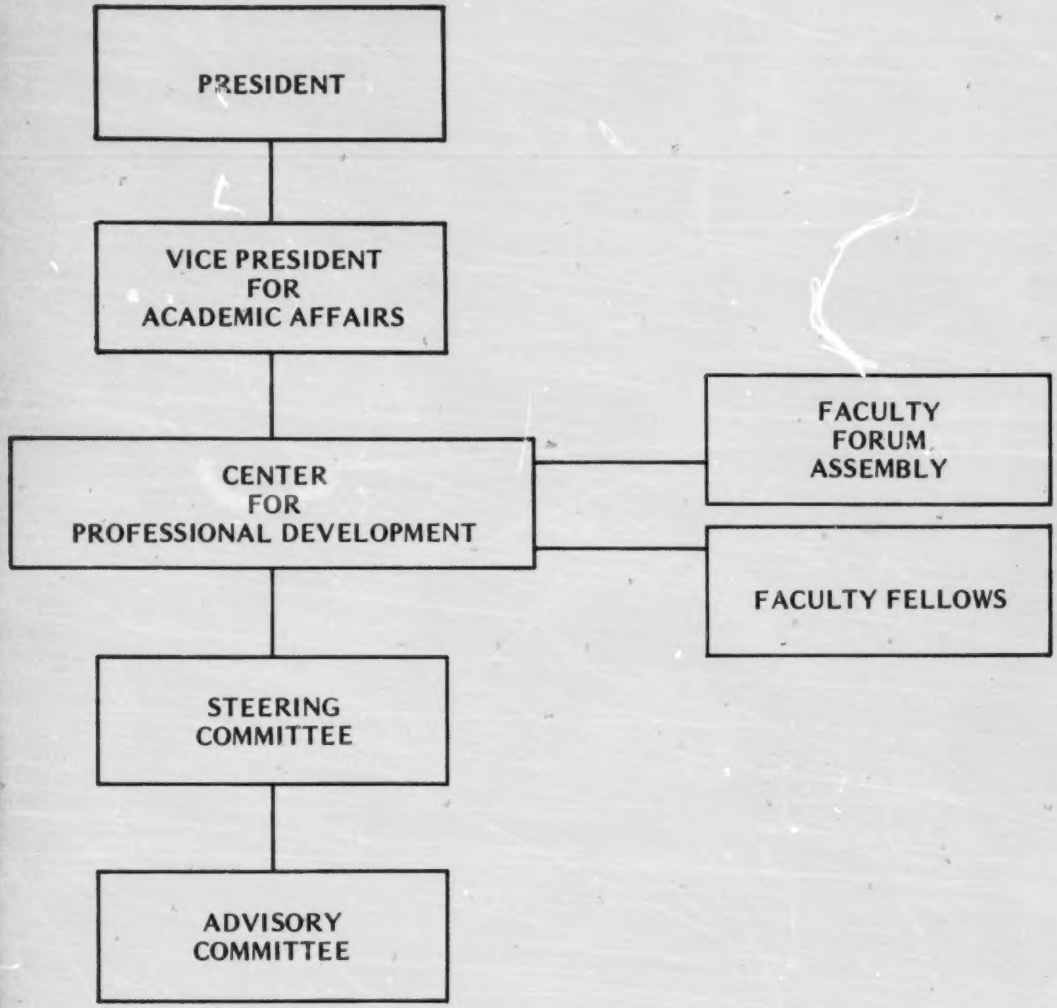
Support for the Bakersfield Center for Professional Development was provided from three sources. One faculty position was provided by the campus. A second position was available from the CSUC Center for Professional Development through a grant from the Chancellor's Office Division of New Program Development and Evaluation. Support for limited travel, consultants, and other similar activities was made available through the CSUC Center for Professional Development's grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

Evaluation and the Future

According to the external evaluation report, "the faculty seem to be quite supportive of CPD." Results from the questionnaire show that the Center has considerable visibility and appears to be embedded in the College. There is considerable support for the Center, both among the faculty and the administration. One faculty member observed that the Center has become a forum "for faculty to talk in a constructive manner." Another suggested that the "opportunity to deal with myself" was sincerely appreciated.

The interviews and the questionnaire results indicated that the majority of events sponsored by the Center were highly rated by the participants in attendance. The evaluator notes that the program has delivered significant services to a variety of faculty with diverse needs. This factor seems to be in part responsible for the high credibility.

Plans for the 1977-78 academic year are currently being developed. Faculty input through the Steering Committee will again be the basis for programmatic decisions. Not only is faculty ownership fostered in this manner but the probability of meeting faculty needs is increased.



CENTER FOR PROFESSIONAL DEVELOPMENT
CALIFORNIA STATE COLLEGE, BAKERSFIELD

California State University, Chico

Faculty Development Office
Charles Adams, Director

The Campus

Responsible and responsive education is the keynote at Chico. The wide range of bachelor's and master's degree offerings on the central campus and the community college locations within northeastern California provides the flexibility and innovation much sought after by today's youth. A friendly, tree shaded campus set in a small community rich in regional tradition makes Chico one of the more attractive in the system. Its academic schools include agriculture, home economics, applied sciences, behavioral and social sciences, business, education, physical education, health and human services, humanities and fine arts, natural sciences, plus the graduate school, professional studies, and area and interdisciplinary programs. Additional information is given below.

Date Founded: 1887
Student Enrollment: 13,000

Faculty:

Rank	Number	% Tenured
Professor	207	100
Associate Professor	194	87
Assistant Professor	178	5
Instructor	31	0
Total Full Time	610	
Total Part Time	207	

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Program Organization

The deans and department chair component of the professional development program at Chico was based on the assumption that these two groups are key agents in the implementation of faculty development programs. Over the past three years a series of seminars has been held for deans and chairs. These meetings were designed to attain two purposes. One goal was to assist the deans and chairs gain a better understanding of the anticipated characteristics of higher education in the 1980's. The second goal was to help this population of "middle administrators" gain an understanding of faculty development and to define their role in stimulating the professional growth of their faculty.

Although the program was originally funded as a project separate from the Campus Coordinator of Professional Development, during the 1976-77 academic year it was more closely coordinated with other campus professional development efforts. The Coordinator became Co-Director of the program as the Project Director prepared for a sabbatical during the spring term. The change in leadership was gradual and seemingly had little adverse effect on the program; or at least such effects were offset by greater integration into the total campus program.

An interest survey was conducted during the spring of 1976. This information, combined with the results of the internal and external evaluation, provided the basis for the 1976-77 program decisions by the Steering Committee.

The all-day seminars are held at a location away from campus. Lunch and refreshments are provided the participants. In a sense, the sessions are mini-retreats with opportunity for discussion and interaction beyond that which would normally occur in a more formal setting.

Activities

The focus of the seminars varied; however, it is fair to say that generally they related to decision-making within the University. The format varied slightly from session to session, but there was usually at least one formal presentation which was followed by a discussion or question-and-answer period. Selected examples are given below.

Seminar #1

The morning session featured a panel discussion on "Resource Allocations" moderated by the Chairman of the Accounting Department and composed of the Associate Vice President for Administration in charge of budgets, two Associate Vice Presidents for Academic Affairs, an Academic Planner in the BPAA's Office, and a Dean. A spirited question-and-answer session followed the presentations.

The afternoon session was a discussion of the Faculty Flow Model, with special emphasis on its implications for the Chico campus. The forecasts for promotions eligibles and funding for 1976-1980 were used as an example of the utility of the model. The computer program can be used for local modeling and forecasting within the Flow Model format. Considerable discussion of promotions and funding formulae followed this program.

Seminar #2

The morning session included two presentations. The first was a description of peer counseling for students in the student services area. The panel leading the discussion was composed of the Director of Counseling Services and four students currently involved as peer counselors. The second program dealt with student evaluation of faculty. The focus of consideration was a paper prepared by a member of the Psychology faculty based on research done on student evaluations in that department; the general conclusion of which was that current student evaluations reveal more about courses than individual teachers. The panel, chaired by the Coordinator of Faculty Development, included the researcher, one chairman, and two student body officers.

The afternoon session was based on a presentation of proposed revisions in personnel policies being developed by a special campus task force. The task force is tentatively proposing comprehensive and, in some cases, radical changes in personnel procedures and practices.

Seminar #6

There was first a report on issues before the Faculty Senate. The Re-entry Advising Program for Older Returning Students (ENCORE) was then described by members of that program.

The major part of the seminar was devoted to a discussion of alternative models of administrative development. The eight models presented were:

1. skills training;
2. growth contracts;
3. management development;
4. intensive week-long workshops;
5. role definitions and profiles;
6. administrative evaluation;

7. administrative internships; and
8. peer orientation workshops.

These models were discussed as alternatives of supplemental approaches to the seminars.

In addition to the meetings such as those described above, the seminars also provided an opportunity for distributing to participants various notices and provocative materials on the subject of professional development. Information-gathering surveys regarding issues such as attitudes toward the campus Faculty Senate, the utilization of secondary teaching service areas, and preferences regarding continuation of the organization were also conducted during the sessions.

Funding

During the first two years of the program's operation support was provided from three sources. One faculty position was provided by the Center for Professional Development through a grant from the Chancellor's Office Division of New Program Development and Evaluation. A second faculty position was contributed by the campus. Funds for travel, consultants, and selected costs related to the program were provided by the Center through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

In 1976-77 the Center provided an 0.5 faculty position to assist in the coordination of the seminar program. All other expenses, with the exception of some travel, were provided by the campus.

Evaluation and the Future

The external evaluators report that the majority of participants agree that the program has been a success. "Thirty-two of thirty-seven respondents indicated support for the program by suggesting that the program be continued." Although it is recognized that no authority is invested in the participants through the seminars, they provide a mechanism to have impact on the power structure of the institution.

Although it is noted that less attention was formally given to the concept of faculty development than was originally intended, the topics of affirmative action, campus governance, personnel policies, and the like, all contribute indirectly to a better understanding of the faculty and the University. The sense of collegiality that was fostered by the seminars was viewed by the external evaluators as providing "a positive and energizing atmosphere for free exchange of ideas and opinions."

The 1977 Project Report contains the following observation:

> The seminar has achieved, and will likely continue to achieve, one of its primary goals – the professional development of middle administrators. The extent to which it has approached the other goal – the heightened awareness of middle administrators as leaders in the professional development of the faculty in their units – is not clear.

The directors of the project have tried to account for its failure to shift concern from the immediate, personal problems of middle administration to the role of deans and chairs as catalysts and agents in faculty development and educational reform. There appear to be several possible explanations. Perhaps foremost among them is the fact that most middle administrators, especially chairs, do not view themselves as career administrators but as faculty who will return to teaching and scholarship in the near future. Hence, these individuals neither deal with long-term goals effectively nor wish to invest time developing process skills.

Although external funding has terminated, the program will continue. The administration has indicated a willingness to provide the necessary support. The shape of the program may change, and it may become essentially designed for department chairs. Nevertheless,. it will continue to be "a vehicle of information and action . . . (which) was lacking and which would probably not have come into being or to have survived without outside, independent funding."

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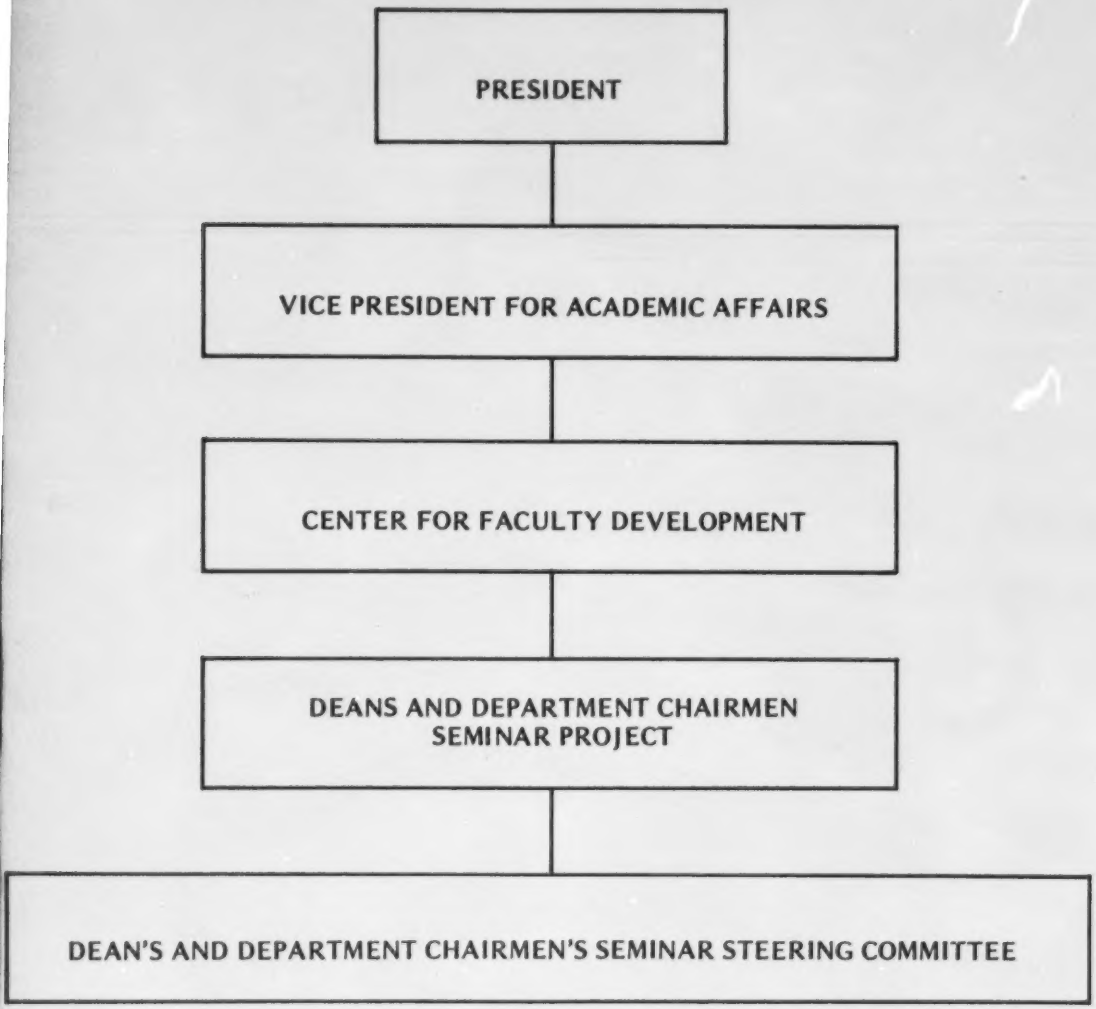

PRESIDENT
VICE PRESIDENT FOR ACADEMIC AFFAIRS
CENTER FOR FACULTY DEVELOPMENT
DEANS AND DEPARTMENT CHAIRMEN SEMINAR PROJECT
DEAN'S AND DEPARTMENT CHAIRMEN'S SEMINAR STEERING COMMITTEE

CENTER FOR PROFESSIONAL DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, CHICO

California State University, Dominguez Hills ❖

Professional and Institutional Development Project
Lisa Gray-Shellberg, Director

The Campus

California State University, Dominguez Hills is still small enough to offer an alternative to the larger campuses in the Los Angeles area. Located in the South Bay, Dominguez Hills is easily accessible from all parts of southern Los Angeles County as well as western Orange County. While the campus is small, students at Dominguez Hills choose from more than 100 academic programs and concentrations on both the bachelor's and master's levels. The academic program covers the liberal arts and sciences as well as applied programs such as business and public administration, health science, mass communications, and industrial management. The University is also a leader in innovative programs such as external degrees, special off-campus programs, and the Small College, the interdisciplinary college-within-a-college. An initial $45 million building program is nearing completion. Present facilities of the 346-acre campus include a five-story library, a 500-seat theatre, separate three-story classroom buildings for the humanities, natural sciences, and social and behavioral sciences, and a gymnasium seating 3,200. Additional information is given below.

Date Founded: 1960
Student Enrollment: 7,000

Faculty:

Rank	Number	% Tenured
Professor	43	100
Associate Professor	94	76
Assistant Professor	102	4
Instructor	10	0
Total Full Time	249	
Total Part Time	136	

Program Organization

Professional development at California State University, Dominguez Hills is part of a larger effort to develop a model for institutional development. The model is based upon the planned utilization of both human and physical resources within a context of a comprehensive information and support system. In this vein, professional development will take on a pluralistic image, providing a diversity of activities. The rationale for this approach is based on the assumptions that:

a. faculty have different interests, motivations, and needs and are at different developmental stages; and

b. for the institution to thrive, grow, and meet demands, it must be diverse and flexible and this is most likely to occur if the faculty is diverse and flexible.

The plan involves two distinct but interrelated tracks – a professional development track and an institutional assessment track. They are coordinated by a Steering Committee which reports directly to the President of the University. The professional development track will provide faculty and administrators opportunities to create, develop, and experiment with plans and activities which promote professional growth. Provision is made for the building and modeling of innovative efforts as well as for the conducting of more traditional forms and sources of professional development. An assessment will be made of these activities which will be integrated with analysis from the second track for a preliminary overall analysis.

The second track, institutional assessment, will provide much needed data for assessing the status, kinds, and locations of human and physical resources existing in the institution and its community

context. Additionally, efforts in this track will concentrate on formulating and operationalizing plans for collecting and analyzing data which involve operational, environmental, goal, and resource identification objectives.

A Steering Committee, with members drawn from different elements of the University, oversees the total institutional development effort. A Professional Growth Team, a subgroup of the Steering Committee, has the following responsibilities:

a. to serve as an advisory group for the Project Director for Professional Development;

b. to design professional development plans for themselves;

c. to evaluate the proposals of members of the general faculty for professional development plans and activities; and

d. to communicate with the campus community regarding professional development opportunities and activities.

Faculty (and others) on the Growth Team will be given the opportunity, through release time, to develop and implement individual professional development plans. In this way, the individuals who are planning professional development activities become, in a sense, their own first customers, and serve both as models and as sources of information about different individual approaches to faculty development.

Since faculty input is an important aspect of the project, interested faculty are invited to join a Professional and Institutional Development Advisory Board. The structure and direction of the Board will be in part determined by its members. In general, the Board will serve the following functions:

a. to provide the Institutional Development Steering Committee with ideas and suggestions about project implementation; and

b. to gain ideas and reactions from other faculty not directly connected with the project.

Additionally, some members of the Board may wish to serve as resources to other faculty or to form "colleague groups" to work in depth on some aspect of the project, e.g., plan a workshop, help develop a resource inventory, serve as a liaison with other campus projects, etc.

Funding

Support for the Institutional Development Program effort is provided by a special grant from the Chancellor's Office Division of New Program Development and Evaluation. The equivalent of two-and-one-third faculty positions are provided for the professional development track. The campus provides the equivalent of one-and-one-third faculty position as well as operating expenses.

The Future

The major program objectives for the professional development track during the first year of funding are:

a. to make available voluntary professional development activities in which the faculty, through the Faculty Questionnaire and other media, have indicated a willingness to participate;

b. to facilitate the professional development projects of individual faculty and to support, through release time and other funding, proposals for projects which require special assistance;

c. to disseminate information about (1) particular campus development activities and their outcomes where appropriate, and (2) general matters (articles, approaches used at other institutions, etc.), relevant to professional development; and

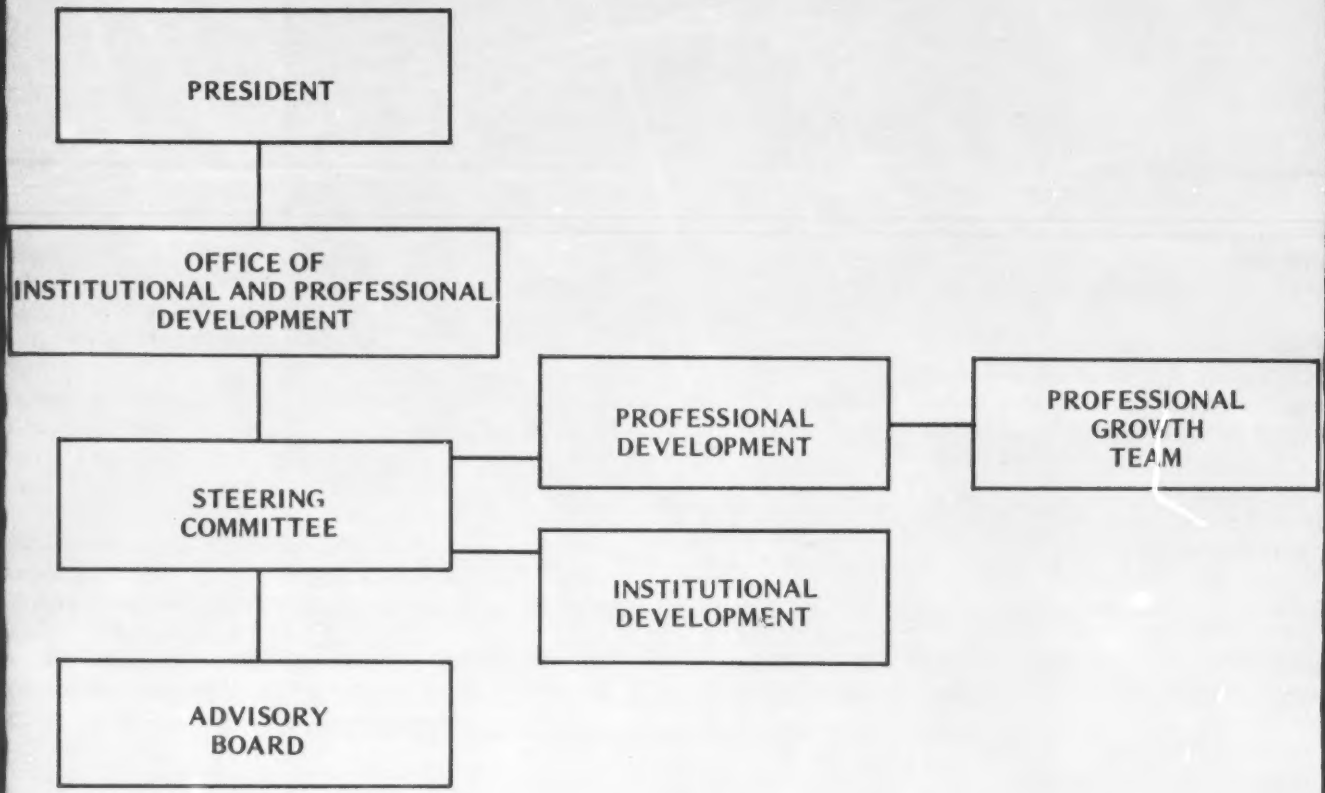
d. to establish direct lines of communication between the Director of Professional Development and campus organizational and governance units and bodies.

The Professional Growth Team members (including the Director of Professional Development) will focus in particular on activities for themselves and their colleagues which foster intellectual mobility and opportunities for professional development at California State University, Dominguez Hills. The faculty, in their responses to a Faculty Questionnaire, provided the initial data base for determining the focus and scope of voluntary professional development programs, support structures, and activities to be designed and implemented during the first year of funding. For example, the following activities are among those faculty rated as most valuable and expressed the most desire to participate in: team teaching; development of new disciplinary and interdisciplinary specialities; collegial sharing of instructional practices; guidance in developing new teaching techniques; a department self-study; and learning more about students' learning styles, characteristics, and needs.

The Professional Growth Team is also interested in methods for increasing physical mobility by means of faculty exchanges and internships in or exchanges with nonacademic areas within and outside the institution. The team will conduct a feasibility study concerned with specific types of academic and nonacademic exchange, e.g., exchanges with industry, government, and community organizations as well as exchanges with other academic institutions. The Team will also study the feasibility of various approaches to and aspects of administrative renewal.

Through faculty consultation and study of the present structure and educational plans of the institution, the Steering Committee will make recommendations regarding the need for a Center for Professional Development on campus. Such a Center would help create and sustain an atmosphere and system of support for teaching/learning on campus and could help coordinate the following types of activities: (a) offer programs, discussion groups, and workshops on teaching; (b) offer opportunities for voluntary observation of teaching by knowledgeable colleagues, students, and/or outside consultants for the personal use of faculty; (c) develop a pilot program whereby student performance is evaluated by third parties (thus freeing professors to concentrate on teaching); (d) administer campus mini-grant funds; and (e) serve as "broker" in academic and nonacademic exchanges.

The basic model for professional development at California State University, Dominguez Hills is pluralistic and consultative. The overall project goal is to develop and implement an institutional development program which will take into account all areas of professional development (faculty development, instructional development or improvement, and organizational development) and campus organization and functioning which affect the instructional program and student life and learning. Optimally, the project will encourage maximum communication among units and groups, foster an atmosphere of collegiality and shared concern, and enable the institution to respond to changing student, occupational, and societal needs adaptively and flexibly while maintaining the integrity of its academic programs.



OFFICE OF INSTITUTIONAL AND PROFESSIONAL DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

California State University, Fresno ❖

Faculty Development Program
John A. Cagle, Coordinator

The Campus

This University offers comprehensive and diverse programs in 88 undergraduate and 37 graduate fields of study. The programs have two objectives: the student's self-understanding and preparation for a career. Nearly all of the programs provide practical career applications of classroom knowledge. In addition to outstanding offerings in the arts, the sciences, and the humanities, the Fresno campus enjoys a long-standing reputation of excellence in agriculture, business, education, engineering, and professional areas such as nursing, industrial technology, social work, and urban planning. The spacious, suburban campus is among the most beautiful in the CSUC system. Three national parks – Yosemite, Kings Canyon, and Sequoia – are within a short drive and provide numerous educational and recreational opportunities. The city offers the cultural and social advantages of an urban center, but the air is clean and the area is not congested. Located in the heart of the state, this campus is convenient to all major points in California. Additional information is provided below.

Date Founded: 1911
Student Enrollment: 15,000
Faculty:

Rank	Number	% Tenured
Professor	294	98
Associate Professor	204	94
Assistant Professor	169	17
Total Full Time	670	
Total Part Time	228	

Program Organization

The general goal of the Faculty Development Program is to facilitate the professional growth of the faculty in all the interrelated roles a professor must assume. Three critical concerns have been identified: the creation of a positive socio-emotional environment conducive to excellence in scholarship and teaching; the development of University support services and facilities; and the procurement of adequate resources to meet the needs of the faculty. As the Faculty Development Program evolved it began to focus on four areas: 1) improvement of teaching; 2) training and retraining of faculty; 3) administrative training; and 4) improving student advising.

The character and direction of the program have been changed as key personnel changes occurred. During the past two years the Coordinator has been changed, two Assistant Vice Presidents who had responsibilities for Program elements left, and a change of Academic Vice Presidents resulted in modification of Program emphases. Another change resulted when the consultative bodies were changed. All of these factors had an influence on the direction of the Program. Nevertheless, a significant number of workshops, seminars, etc., were offered the faculty.

The organizational chart for the Faculty Development Program illustrates the original lines of communication and general responsibility. This structure has been modified but is not yet formalized.

Activities

In an effort to establish and maintain working relationships among campus leaders, a retreat was held in fall, 1976. This was a follow-up to a similar retreat in fall, 1975. A series of administrative training seminars was organized for deans, department chairs and selected

faculty during the 1976-77 academic year. The focus of these seminars changed from session to session but generally included issues related to managing the University.

The Faculty Fellows Program was continued for the second year. Five faculty were provided time away from teaching to individually work on selected problems. Weekly meetings were held to discuss issues of professional development.

Funding

Support for the Faculty Development Program came from three sources. Through campus resources the equivalent of 1.0 faculty position was made available for the Faculty Fellows. An additional 1.0 faculty position was provided through the CSUC Center for Professional Development from a grant provided by the Chancellor's Office Division of New Program Development and Evaluation. Additional resources for consultant services, limited travel, and other related activities were provided through the CSUC Center from a grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

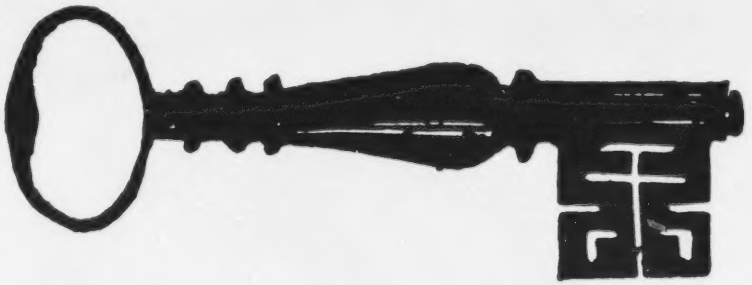
Evaluation and the Future

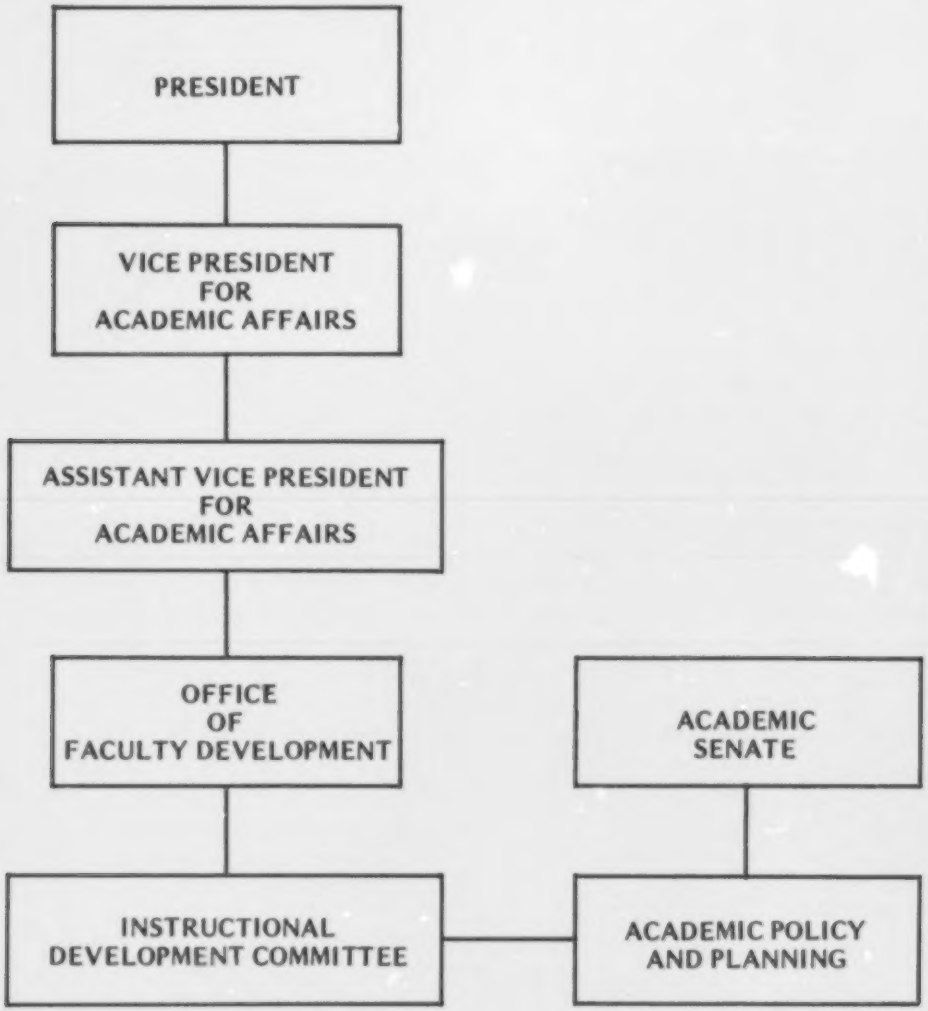
The external evaluation suggests that changes that have occurred in the Faculty Development Program can be characterized in terms of three models. One model, described as *individual-based*, is designed to provide faculty various services in order to improve their instruction and scholarship. This model, which was used to set up the Program, had the support of the former Vice President and of an Assistant Vice President.

A second model emerged as the Program evolved over the past several years. The evaluator refers to this concept as governance-based, where faculty development services relate directly to the formulation of institutional policy and procedures. Faculty development is in the midst of institutional politics. One major characteristic of this model appears to be planning for the future through policy formulation.

The third model of faculty development is *institution-based*. Emphasis is placed on changing institutional policy and procedures with specific references to incentives.

The Coordinator reports that one of the major attributes of the Faculty Development Program has been the tone of optimism and hope it provides faculty in a time of declining resources. Also, the Program has provided faculty and administrators new ways to work together which have resulted in better understanding and increased communication. In addition, faculty have developed a more positive attitude toward the concept. The results of a survey in the spring of 1977 support the contention that the Program has visibility among the faculty despite the fact that the Program was by design a low profile operation.





OFFICE OF FACULTY DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, FRESNO

California State University, Fullerton

Faculty Development Center
Philip J. Schreiner, Director

The Campus

Located in Orange County, the 225-acre Fullerton campus features a modern, high-rise profile in a suburban setting only a half-hour's drive from downtown Los Angeles, mountain areas, or the Pacific beaches. The University offers fully developed curricula in the liberal arts and sciences in addition to curricula in specialized areas such as business administration, education, engineering, and fine arts. National accreditation is enjoyed in art, business administration, chemistry, communications, teacher education, engineering, music, speech and hearing, and theatre. Bachelor's degrees are offered in 41 fields, while graduate degree programs number 34. The faculty is young and more than 73 percent of its members possess doctorates. Among new facilities on campus is a $5 million student union while a 20-acre Arboretum is being developed with support from the City of Fullerton. One part of the Arboretum – the 1894 Heritage House – contrasts sharply with the modern appearance of the rest of the campus. Additional information is given below.

Date Founded: 1957
Student Enrollment: 21,000

Faculty:

Rank	Number	% Tenured
Professor	194	97
Associate Professor	235	83
Assistant Professor	203	1
Instructor	10	0
Total Full Time	642	
Total Part Time	496	

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Program Organization

The Faculty Development Center was officially established on campus in the fall of 1975 by a Faculty Council Document. The goal stated in this document is to develop faculty excellence in instruction, instructionally-related research, and other professional faculty activities. A Board of Directors, which includes both faculty and administrators, sets policy for the Center. The Director is appointed by the President for a three-year non-renewable term, and reports directly to the Vice President of Academic Affairs.

By-laws were passed in 1976, allowing an Executive Committee to function for the Center in the absence of the full Board.

Neither the formal Faculty Council Document nor the By-laws provides specific directions for the Center. To provide forms for the Center's work, the Board of Directors has held retreats for goal setting and planning. Thus, the Board identified four major objectives for 1976-77: (1) improve instruction; (2) provide for the personal growth of professors; (3) provide for organizational development, including morale and institutional loyalty; and (4) conducting research related to these areas.

During the spring semester of 1977, five faculty were released from some teaching responsibility to help achieve these goals. These faculty, along with the Director, mounted programs in the spring of 1977 to enhance faculty excellence.

Activities

Several modes of implementing goals and objectives were employed in the 1976-77 academic year. The most widely used device was the workshop-seminar format. All-University orientation meetings and departmental meetings were also used. In addition, the Faculty

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Development Center staff met one-on-one with several faculty. The Director also maintains direct communication with faculty, and sends articles of interest and recent research findings to selected individuals as sources.

During the 1976-77 academic year, some 30 programs were offered to the faculty. Initial response indicated high interest. Three hundred sixteen responses to these programs were received. Actual attendance showed some slippage. The initial response mean was 10.50 per program, while the actual attendance mean was 7.4 per program. Those attending rated the programs as of high value. On a scale of 5 (high value) through 1 (low value), participants rated the programs 4.27. In addition, as a result of these seminars, the Center's staff was asked to conduct numerous other lectures and discussions both within and outside the University.

Specific programs were mounted to achieve specific ends. Specific offerings were devoted to improving instruction. Among the seminars were: "Writing Course Objectives," "Testing and Grading," "Using Media in Your Instruction," and "Employing Small Groups in the Classroom." Several seminars treated "Personal Problems of the Professor," particularly how professors adapt to adverse student ratings of their instruction.

A successful series on the Annual Personnel File was mounted. This series provided information to the faculty on how the system works and how the faculty needs to communicate within the system. This met, in part, the objective for organizational development. It should be noted in passing that many faculty do not know how the system works, nor what many administrative agencies, such as Institutional Research and Faculty Records, actually do. Loyalty to CSU, Fullerton rests on the premise that faculty know the institutional workings.

Research is also being conducted which will tend to point out gaps between student-faculty values, goals, and lifestyles. This research, when thoroughly examined by the Board of Directors, ought to result in programs of a positive and lasting nature. In these ways, then, did the programs move toward meeting objectives.

Other approaches are undertaken. The Director meets with departments, individual faculty, and administrators to sustain visibility and open communication channels. Individual one-on-one consultation promises to be an effective tool for the Center. Particular problems can be identified and remedied in this way. It is possible that a "Faculty Cycle," with peaks and valleys in workloads, can be identified. When it is, the Center's offerings can be scheduled accordingly. One-on-one consultation, of course, takes this factor into consideration.

Overall, the Faculty Development Center increased its visibility and carried its many missions forward in an aggressive and effective manner. Volunteers among faculty and administrators to serve on the Board of Directors increased dramatically over prior years – a certain indication that the work is perceived as important and worthwhile.

Funding

The Faculty Development Center operated with a 0.9 position during the 1976-77 academic year. The campus contributed 0.4 position from institutional resources. The CSUC Center for Professional Development, through a grant from the Chancellor's Office Division of New Program Development and Evaluation, provided a 0.5 faculty position. In addition, the CSUC Center also provided resources for limited travel, consultant services, and other related activities through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

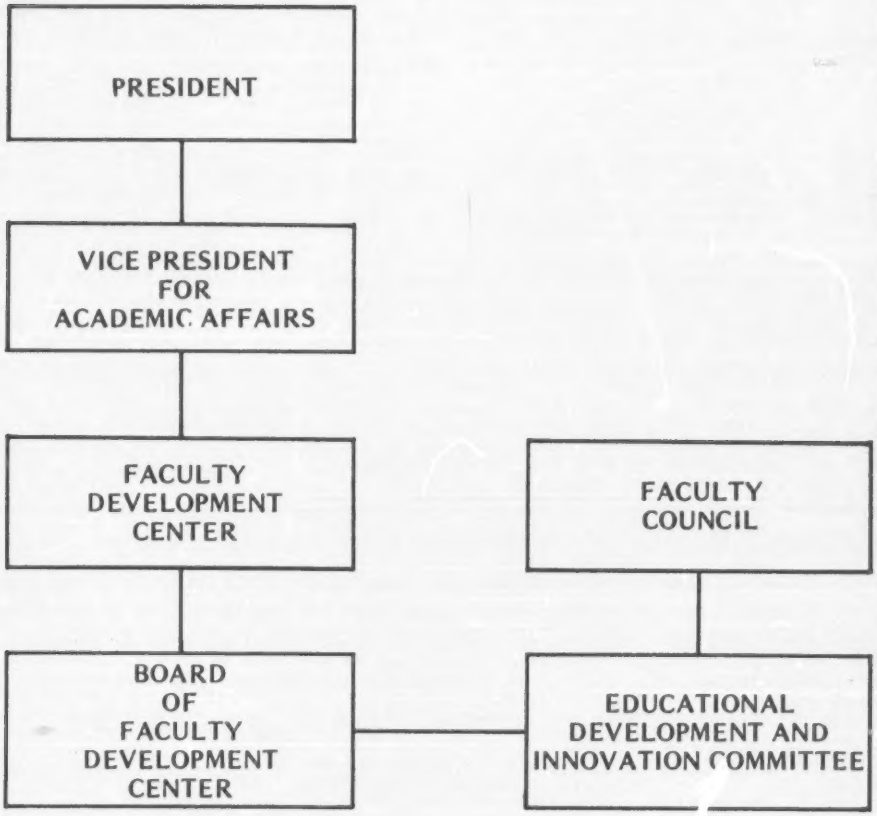
Support for the Faculty Development Center during the 1977-78 academic year has been doubled. The campus will provide the equivalent of 1.0 faculty position which matches a 1.0 allocation from the CSUC Center for Professional Development.

Evaluation and the Future

The external evaluation indicates considerable support for the Faculty Development Center, particularly on the part of the administration. Although there was a mixed reaction to the seminar/workshop offerings, the faculty response was generally positive. "Process-oriented" presentations were less acceptable than those which were classified as more pragmatic and problem-oriented.

The external evaluation also notes that the seminar/workshop type of faculty development program being instituted by the Center is extremely difficult to implement. A great deal of promotion is required if a series of short-term seminars/workshops is to be successful. Credibility, in this instance, tends to lie in the fact that the program is perceived in terms of its most recent activities; there is little room for trial and error. Yet, despite this inherent weakness, the faculty attending such workshops rated them as of value.

It is anticipated that 1977-78 will be a year not only to stabilize the on-going programs for faculty, but also a time to begin work with the administrative staff. To accomplish the former requires greater communication with the various populations on campus. An attempt will be made to attend to the various needs of the groups through alternative delivery systems such as programmed materials and casettes. Administrators will begin to be contacted through orientation sessions.



FACULTY DEVELOPMENT CENTER
CALIFORNIA STATE UNIVERSITY, FULLERTON

Humboldt State University ❖

Faculty Development Program
Hal Jackson, Coordinator

The Campus

A friendly atmosphere, with a tradition of close student-faculty relations and an emphasis on student self-government and involvement in campus affairs, characterize this largely residential institution. Located on the northern coast in a spectacular setting of redwood forests, rivers, bays, rangelands, mountains, and the ocean, Humboldt offers a broad range of undergraduate and graduate majors in both professional and liberal arts fields, with 65 graduate and undergraduate degree offerings. The University is ranked among the top ten nationally for its degree programs in natural resources, including forestry, fisheries, oceanography, range and wildlife management, natural resources, and environmental resources engineering. Additional information is given below.

Date Founded: 1913
Student Enrollment: 7,000
Faculty:

Rank	Number	% Tenured
Professor	121	100
Associate Professor	126	94
Assistant Professor	132	13
Instructor	2	0
Total Full Time	481	–

Program Organization

Humboldt State University has established a faculty development program consisting of two parts. The first part is an Administrative Awareness Program, and the second part is an Individual Development Program at the school level. The two parts of the program are interdependent.

The Administrative Awareness Program for all of the "middle" administrators (Deans, Division Chairs, Department Chairs) has been established because without the understanding and support of these administrators, a faculty development program might be stalled by inertia. In addition, certain aspects of the Program might require tactful and/or forceful direction. The planning for this Program occurred in the spring of 1977. The Program will consist of regular workshops, seminars, and discussion groups, and will involve all the Deans, Division Chairs, and Department Chairs. The Vice President will provide the leadership.

Essentially, the Program will provide an opportunity for professional renewal for the administrators themselves. Objectives for the Program are to:

1. develop an awareness of the core problems of the University (resource limits and program needs which are either essential or developmentally desirable);

2. develop the ability to identify the important problems and see possible solutions;

3. provide an opportunity for interplay between all of the Deans and Department Chairs;

4. provide more thorough and uniform distribution of information (which may at this time be uneven); and

5. gain a familiarization with the informal procedures of the University and various approaches to obtaining changes in policies and procedures.

Each of at least two schools/divisions at Humboldt State University will establish a part-time position for a "Resource Person for Individual Faculty Development, School of Behavioral and Social Sciences and, School of Creative Arts and Humanities." The duties of the Resource Persons will include identifying the needs of the individual faculty members for retraining or other renewal; investigating the potential sources of financial assistance both on and off campus; informing the individual faculty about these available sources of financial support; assisting faculty in the preparation of proposals for the support; coordinating the use of received financial support; and requesting the administration to assist in securing funds to meet campuswide needs for improving teaching effectiveness.

Humboldt State University has established a position titled "Faculty Renewal Coordinator" which reports to the Office of Academic Affairs. The general responsibilities of the Coordinator include:

1. planning the Administrative Awareness Program;

2. assisting the Vice President in conducting the Program;

3. introducing proposals to appropriate individuals or committees designed to eliminate barriers to the successful maintenance of quality faculty and quality education at Humboldt State University;

4. coordinating the use of faculty across disciplinary lines;

5. coordinating the retraining of faculty members;

6. assisting each School Resource Person to make use of development resources in coordination with the Dean for Graduate Studies and Research and the Campus Coordinator for Innovation; and

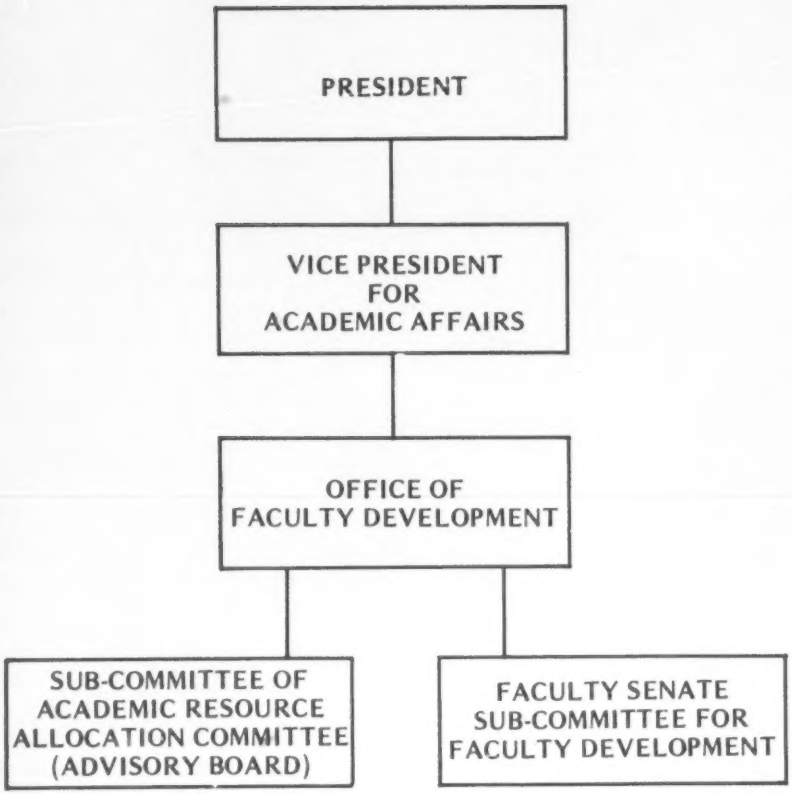
7. planning training sessions and workshops to introduce new teaching techniques and improve teaching skills.

Funding

Support for the faculty development program is provided from two sources. The equivalent of one faculty position is contributed by the CSUC Center for Professional Development through a grant from the Chancellor's Office Division of New Program Development and Evaluation. In addition, the campus contributes one-half of a faculty position plus an operating budget.

The Future

As this program develops and matures over the next few years it is expected that a number of elements will be incorporated. First, specific classes will be identified that might be taught by faculty outside of that particular discipline, and the faculty that might teach such a course located and retrained, if necessary. Secondly, a general program of faculty self-renewal will be developed which will strengthen existing faculty skills, provide opportunities for learning alternative teaching strategies, and retrain for lateral movements. Thirdly, methods and strategies for disseminating information to the faculty will be implemented. Finally, a plan for a program of rewards and incentives for change and renewal consistent with University personnel policies will be developed and implemented.


PRESIDENT
VICE PRESIDENT FOR ACADEMIC AFFAIRS
OFFICE OF FACULTY DEVELOPMENT
SUB-COMMITTEE OF ACADEMIC RESOURCE ALLOCATION COMMITTEE (ADVISORY BOARD)
FACULTY SENATE SUB-COMMITTEE FOR FACULTY DEVELOPMENT

OFFICE OF FACULTY DEVELOPMENT
HUMBOLDT STATE UNIVERSITY

California State University, Long Beach ❖

Faculty Development Center
David Whitcomb, Director

The Campus

Located in Long Beach, the campus is only a short drive to beaches, mountains, and deserts. It is a unique and exciting place, from the range of its programs to the diversity of its population. As the largest university in the state it offers a wide variety of liberal arts and professionally accredited programs at the undergraduate and graduate levels. These include 58 undergraduate and 50 graduate degree majors, as well as many special programs, in the schools of applied arts and sciences, business administration, education, engineering, fine arts, letters, and natural sciences. In addition, there are strong interdisciplinary programs in health manpower, environmental studies, and public administration. The community is utilized as a learning laboratory and, in many fields, through internships, theory is related to practice. The student body is comprised of individuals not only from California, but also from every state in the Union and some 90 foreign countries. The campus offers numerous services to meet the needs of this diverse student population, including the physically handicapped, and encourages active participation in the many social, cultural, recreational, and educational aspects of campus life. Additional information is given below:

Date Founded: 1949
Student Enrollment: 32,000

Faculty:

Rank	Number	% Tenured
Professor	432	97
Associate Professor	334	91
Assistant Professor	169	22
Instructor	15	0
Total Full Time	950	
Total Part Time	761	

Program Organization

The Center for Faculty Development, California State University, Long Beach, is in its fifth year of operation. The program offerings are broad in scope, reflecting a comprehensive design. Workshops, conferences, seminars, etc., in the areas of instructional, organizational, and personal-professional are systematically offered the faculty. Topics are varied.

The Center is provided clerical assistance in addition to having a full-time Director. During the 1976-77 academic year, six faculty members worked with the Center on a part-time basis. Their respective roles varied but in general they were responsible for selected elements of the total program.

Activities

Faculty development activities are described in the Center newsletter, *Learning Notes*. Articles of special interest are also published.

The Center's activities can be easily related to the overall comprehensive design. In the personal-professional development area,

the Center sponsored an all-University conference on higher education; offered workshops on topics such as interpersonal skills, cultural awareness, and the use of the "Intensive Journal"; and provided the faculty opportunities for discussion and dialogue through panel discussions. "Genetic Engineering: Implications for the Future" was the title of one of the panels.

In the area of instructional development, the Center provided the faculty a variety of programs. A series of "mini-seminars" were conducted in October and November. The two-hour sessions focused on topics such as the improvement of lectures, problem-solving techniques, student evaluation, discussion techniques, and the assessment of experiential learning.

An annual event sponsored by the Center is the Teaching-Learning Fair. The event features exhibits of faculty members who have developed especially successful instructional approaches or materials. Each faculty member sets up his/her own exhibit and presentation. Slide lectures, videotapes, and computer demonstrations are examples of approaches used to describe the materials or teaching strategies used. The two-day event is normally well attended.

Other efforts are made to assist faculty in the improvement of instruction. Individual consultation is provided. One particularly promising strategy involves visitations by faculty from another campus. The goal of this approach is to provide a feedback mechanism in a non-threatening manner.

Organizational development activities of the Center include consultation with departments regarding organizational issues, and assisting department chairs and other faculty leaders develop the expertise necessary to carry out their respective duties. Examples of workshops include a one-day session on the "Management of Conflict" and a two-hour meeting on "Leading Meetings Effectively". In addition, the Center staff assists interested departments in doing systematic self-studies.

Research is carried on by faculty associates of the Center. One study is of the learning styles of CSU, Long Beach students. Another project was to assess the changes in faculty and staff who were involved in selected workshops.

Funding

Support for the Center and its operations is provided by the University. The equivalent of two faculty positions plus a clerical position are made available for Center use. In addition, support for the Center has been provided by the Chancellor's Office Division of New Program Development and Evaluation as well as the CSUC Center for Professional Development.

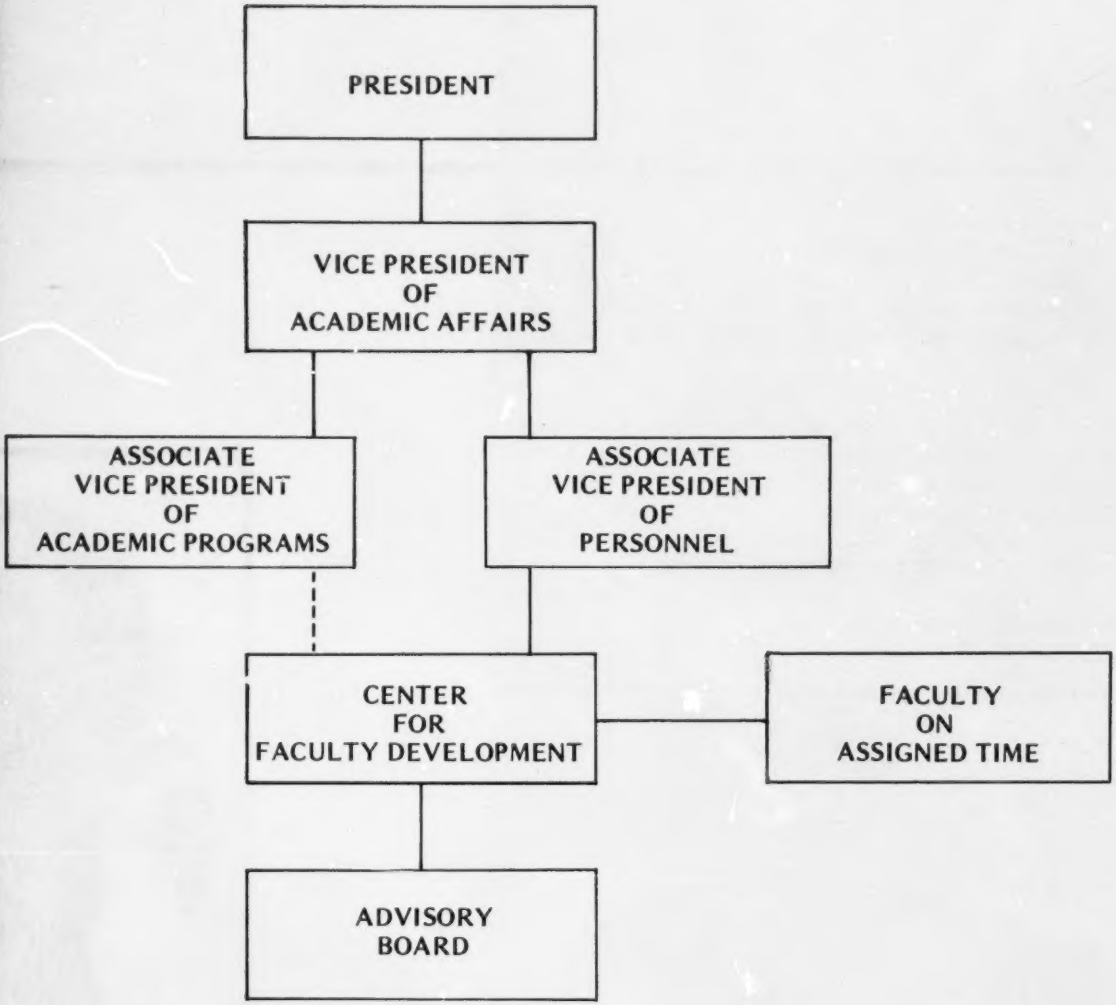
The Future

The Center will continue to provide individual consultation for faculty who desire to consider their instructional improvement needs or assess the degree to which student feedback data may have implications for them in their teaching practices. In addition, the Center will continue to provide program opportunities in the instructional development area, including fall and spring mini-workshops, a Teaching-Learning Fair, continuation of the Traveling Teacher Counseling Team Project, and increased opportunities for faculty to have videotaped feedback on their classroom lectures.

In the personal-professional area, "Intensive Journal" Weekend Workshops will be sponsored as a Human Resources Development Workshop. Other planned activities include a second Conference on Higher Education, Cultural Awareness Workshops, and a series of personal awareness and meditation experiences for faculty.

In the organizational development area, the Center will explore with deans and department chairs various models for assisting faculty who may need to consider teaching courses outside their primary or preferred teaching areas. In addition, the staff will work with at least two departments in the Self-Study for Renewal Model used in previous years.

A new project in 1977-78 is a ten-week Academic Leadership Institute, which will be offered to sixteen department chairs during October and November, with the assistance of Vice President David Gray. This series of seminars will focus on the role of the department chair; leadership styles; the social, economic, and political dimensions of higher education today; and models for renewal and revitalization. Volunteers will be invited to meet once each week from noon until 2:00 p.m. in this Institute.



CENTER FOR FACULTY DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, LONG BEACH

California State University, Northridge ❖

Institute for the Advancement of Teaching and Learning
Daniel Sedey, Director

The Campus

California State University, Northridge is located in the San Fernando Valley, a suburban area of Los Angeles. The University's physical environment consists of modern and spacious buildings situated in a beautifully landscaped level campus of 350 acres. Within commuting distance are the extensive occupational, recreational, and cultural opportunities for which Southern California is noted. Degree programs are offered in eight schools: arts, humanities, science and mathematics, social and behavioral sciences, business and economics, education, engineering and computer science, and communication and professional studies. Within these broad areas are over 65 options in more than 56 undergraduate major fields, as well as additional degree programs of an interdisciplinary nature. A wide spectrum of student-sponsored co-curricular programs is available. Graduate degrees include the Master of Arts, Master of Science, Master of Business Administration, and Master of Public Health. Additional information is given below.

Date Founded: 1958

Student Enrollment: 27,000

Faculty:

	Rank	Number
Professor	358	98
Associate Professor	260	95
Assistant Professor	183	30
Instructor	5	0
Total Full Time	806	
Total Part Time	664	

Program Organization

The Institute for the Advancement of Teaching and Learning has its origin in a 1972 University document, *Report of the President's Commission on Educational Development, 1972-1982.* The report contains the recommendation to establish an office which would be charged to "develop and implement techniques for the continual evaluation and improvement of teaching." The Institute came into existence in the spring of 1975. In his first report the Director wrote:

> The major goal of the Institute is to improve the quality of instruction. The Institute is being founded on the belief that such improvement can best occur if the quality of University life is changed by: enhancing the climate of collegiality through joint intellectual inquiry, improving the campus atmosphere and style, and enabling the faculty to function in a complete way as professors, as masters of their disciplines, and as persons.

To achieve its major goal the Institute has the following objectives:

a. to improve teaching and an understanding of the process of learning;

b. to improve the methods for the evaluation of teaching;

c. to discover the means of creating a personal atmosphere in a large university;

d. to develop experience in modes of organizational renewal, communication training and various other development procedures that can assist faculty in becoming effective in all ways;

e. to redirect a part of faculty attention away from mere disciplinary concerns to some of the substantive issues facing higher education;

f. to understand the impact of change on the University;

g. to assist faculty opinion leaders and change agents to be better equipped to work with colleagues at the school and department level on the issues of teaching and learning;

h. to work towards a better understanding of the goals and aspirations of students and to encourage the faculty to see students as people;

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i. to measure change and diagnose its impact; and, of course,

j. to evaluate the achievements of the Institute.

This is the conceptual framework for the Institute, its programs, and activities.

Of central importance to the Institute is the Seminar Program for Fellows. It was believed from the start that "concern with and excitement about good teaching . . . may best be achieved by bringing together faculty opinion leaders and decision makers who are themselves vitally concerned with teaching and whose creativity will help influence the attitudes of others." Fellows are appointed by the President for a semester term, but, to provide continuity, some of 15 individuals serve more than one term.

The Director is responsible for all programs and activities offered through the Institute. He is involved in the selection of the Fellows; he identifies individuals to carry out specific tasks; and in general, he explores ways to carry out the mission of the Institute. The Director works with a three-member Advisory Board which is elected each semester from the Fellows' membership.

Activities

As described above, the core of the Institute is the *Seminar Program for Fellows*. The Fellows meet once a week in a seminar format and establish their own guidelines. The Institute Director usually meets with the group, serves as a resource person, and provides continuity from semester to semester. On the surface the Director's roles may not appear significant, but it must be noted that each semester 15 talented and highly individualistic persons come together to establish or reestablish a community of teacher/scholars. Considerable turmoil

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occurs as they discover that their perceptions not only differ but in many cases are contradictory.

The Fellows represent a broad cross-section of the University, with appointments made on the basis of faculty recommendations from a list of departmental nominations. All schools and most departments have been represented (although the percentage of departments participating in the nominations has been decreasing). An analysis of the participants' evaluations shows that the seminar program is very well received. The concept of discussion in a community of teacher/scholars appeals to the faculty.

Originally, the Fellows determined that each participant would carry out some project of personal interest related to teaching/learning. These projects were discussed in the seminar for the benefit of the group as well as the originator. However, the 1976-77 Fellows abandoned this format and tailored the seminar after the structure of the Dialogues conducted at the Center for the Study of Democratic Institutions (Santa Barbara).

The *Faculty Gathering Program* evolved shortly after the beginning of the Institute. Its origin was related to the perceived need to "bring together faculty members from across the campus to investigate the reasons for, and the ways to alleviate, the feeling of isolation that individuals say they experience." Clearly, this activity fits the objectives of the Institute. Participation is by invitation; attending faculty are systematically mixed together for purposes of interaction and discussion. Two of these all-day Saturday meetings were sponsored in 1976-77. The focus of the fall gathering was "Communication in the University". The spring gathering brought together members of the local business community and the University faculty on the topic "The New Professionalism and the Liberal Arts."

Over the past two-and-a-half years the Institute has assumed a leadership role beyond the campus boundaries through the *Statewide Conference Series.* In an effort to foster increased understanding of the teaching/learning phenomena, major conferences are planned and opened to faculty of other campuses. During 1976-77 the Institute, in conjunction with the CSU, Northridge Foundation and the CSUC Center, sponsored a conference entitled "Testing: Evaluation of Academic Achievement at the Universities." The two-day program, attended by 123 persons from ten campuses, included seminars, demonstrations, exhibits, and workshops.

Another program of the Institute which has evolved in response to a perceived need is the *Teaching Consultation Service (TCS).* Initially, the Institute Director coordinated the program, but during the past year one of the Fellows assumed the leadership role. When faculty decide to use the services of TCS, they discuss their needs with the Coordinator who, drawing from the service areas and peer consultants, assembles a "package" of services tailored to each person's desires. A follow-up meeting is later held to assess the usefulness of the "package." Approximately 75 faculty have taken part in this individualized approach to teaching improvement.

The *Faculty Seminar Program* deals with specific issues of special interest to the faculty. The first series, in 1975-76, focused on integrative teaching techniques. Twenty-five faculty had the opportunity to discuss and study intensively over the semester. During 1976-77 an eight-week series was developed which dealt with student writing problems. Although the faculty response to the announcement of the seminar series was very favorable the overall evaluation was not particularly good. A seminar series, planned for 1977-78, will be especially designed for the School of Communication and Professional Studies.

Faculty Dialogue is not a newsletter containing news of events and activities sponsored by the Institute. It is a publication which is consistent with the aim of the Institute to create structures in the University setting which encourage faculty dialogue about aspects of teaching and learning. It thus furthers the interfaculty communication which makes the Fellows' seminar program, the faculty gatherings, the faculty seminars, and the statewide conferences successful. Faculty members have the opportunity to express their points of view, but papers are carefully screened before a decision to publish them is made. Distribution is about 2,000 copies.

Funding

Support for the operation of the Institute is provided from a variety of sources. The Center for Professional Development has provided the equivalent of one faculty position for each of the past two-and-a-half years through a grant from the CSUC Division of New Program Development and Evaluation. The Center has also provided resources for travel and other activities from funds provided by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE). California State University, Northridge has underwritten the bulk of the programs by contributing the equivalent of more than four faculty positions per year, plus general operating funds.

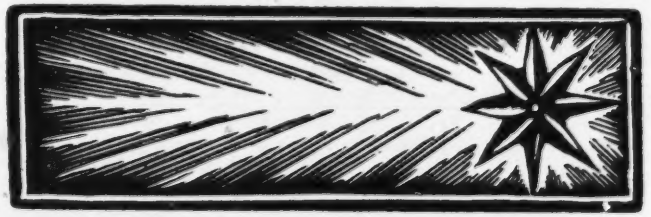
Evaluation and the Future

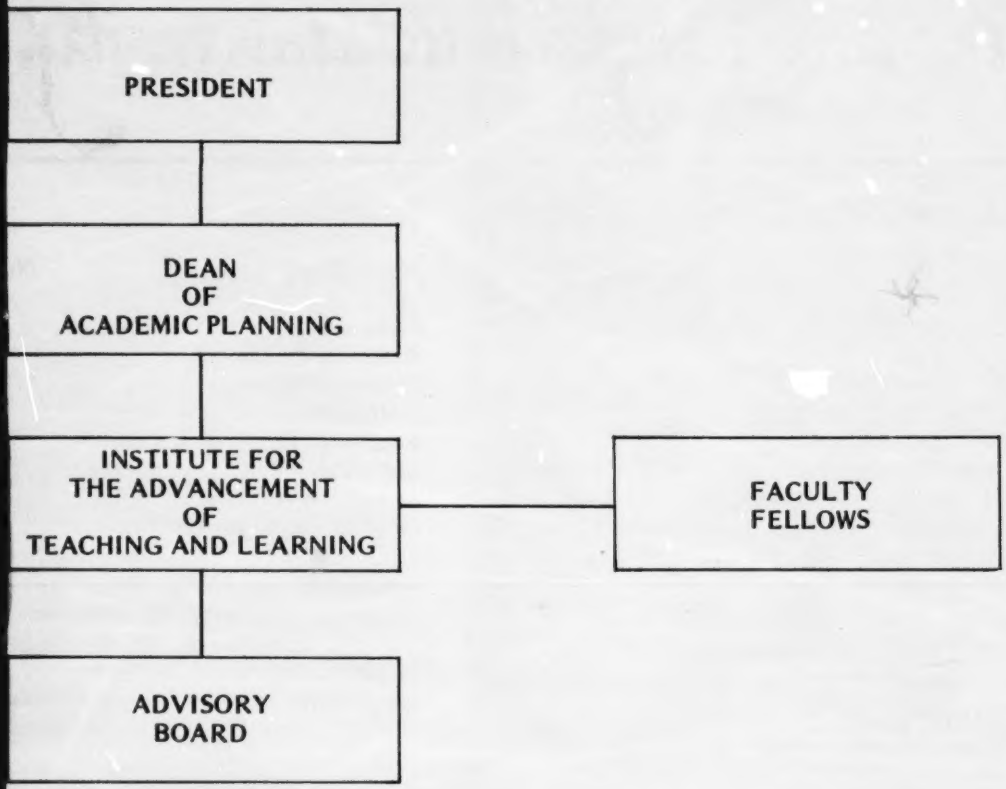
Both external and internal evaluations have been contributed. The results have been used to modify existing efforts or to initiate steps to improve services in subsequent offerings. An extensive evaluation of the Seminar Program for Fellows shows that the participants generally find it to be exciting and rewarding. These results correlate well with the general findings of the external evaluators as well as the records of the Director who systematically collects written reports from the Fellows.

Regarding the various other programs and activities of the Institute, evaluation occurs as an on-going process. In addition to follow-up surveys, the Institute maintains detailed records of the numbers of participants, department and school representation, rank of participants, and in many cases, the number that were invited contrasted with the number who attended specific events. In addition, the Director takes copious notes on all aspects of the operation including the role he or she has played.

Institute plans for 1977-78 are already well along. Fellows have been selected, and arrangements are being made for events in all six of the organization's major programs and activities. Additionally, these on-going programs and activities will likely increase in number. Plans are in progress for a program specifically designed for former Fellows, and a new Fellowship program, which will concentrate on independent research projects, is also under consideration.

Having won the enthusiastic support of hundreds of faculty, the Institute for the Advancement of Teaching and Learning shows every indication of remaining a vital force at California State University, Northridge for many years to come.





INSTITUTE FOR THE ADVANCEMENT OF
TEACHING AND LEARNING
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

California State Polytechnic University, Pomona

Center for Professional Development
Joel W. Carter, Director

The Campus

California State Polytechnic University, Pomona, continues to expand its year-round academic programs and services as it provides quality education for its students. The University stresses professionally-oriented instruction at the undergraduate and graduate levels in agriculture, arts, business administration, engineering, environmental design, the sciences, and teacher preparation. Historically, graduates from Cal Poly, Pomona's 54 bachelor's and 14 master's degree programs find wide acceptance in business and academic communities. The University is located on 1,100 acres of valleys and rolling hills, and is central to the southland's mountains, beaches, and cultural centers. A multi-level freeway interchange near the northeast corner of the campus provides easy access for many students living in Orange, Los Angeles, San Bernardino, and Riverside counties. Additional information is given below:

Date Founded: 1938

Student Enrollment: 13,000

Faculty:

Rank	Number	% Tenured
Professor	189	98
Associate Professor	189	92
Assistant Professor	127	8
Instructor	4	0
Total Full Time	509	
Total Part Time	112	

Program Organization

The Center serves faculty, including department chairs and central administrators, with retreat rights, staff, and foundation staff. The Center's primary purpose is to enhance the effectiveness of the faculty and staff, to enhance personal satisfaction with job performance, and to enhance the environment of the University as a dynamic community of interests and people.

The Director is appointed by the President of the University, in consultation with the Ad Hoc Committee and on the advice of the University Dean for Academic Affairs, from on-campus applications and nominations. The Director reports to the University Dean for Academic Affairs. The Director, in consultation with the Advisory Board, recommends the appointment of Center Associates to the University Dean for Academic Affairs after soliciting faculty and staff interest. The Associates are provided assigned time to carry out activities related to the Center. Associates fit into two categories. Some take the major responsibility for one particular project which they have planned and initiated. Others volunteer their time for various projects initiated by the Center, and for tasks assigned by the Director.

An Advisory Board, whose duties and responsibilities include advising and assisting the Director in developing the programs of the Center and in representing the Center's function to elements of the campus community, consists of: four full-time faculty members, appointed by the Steering Committee of the Faculty Senate; the Chairman of the Faculty Senate; the Chairman of the Staff Council; the Director of Personnel; the Personnel Officer of the Foundation; the President of the Associated Students, Inc.; a representative chosen by the Director of Alumni Affairs; and a representative from the community at large, appointed by the President.

Responsibilities of the Director include: developing and coordinating programs, activities, and services; soliciting faculty and staff involvement by meeting with academic departments, staff departments, and faculty and staff organizations; keeping in touch with the directors of other CSUC professional development centers; attending national conferences and communicating with other professional development programs; directing and coordinating the activities of the Associates; chairing the Advisory Board; maintaining confidentiality as indicated to participants; and promoting the short- and long-range goals of the Center.

Funding

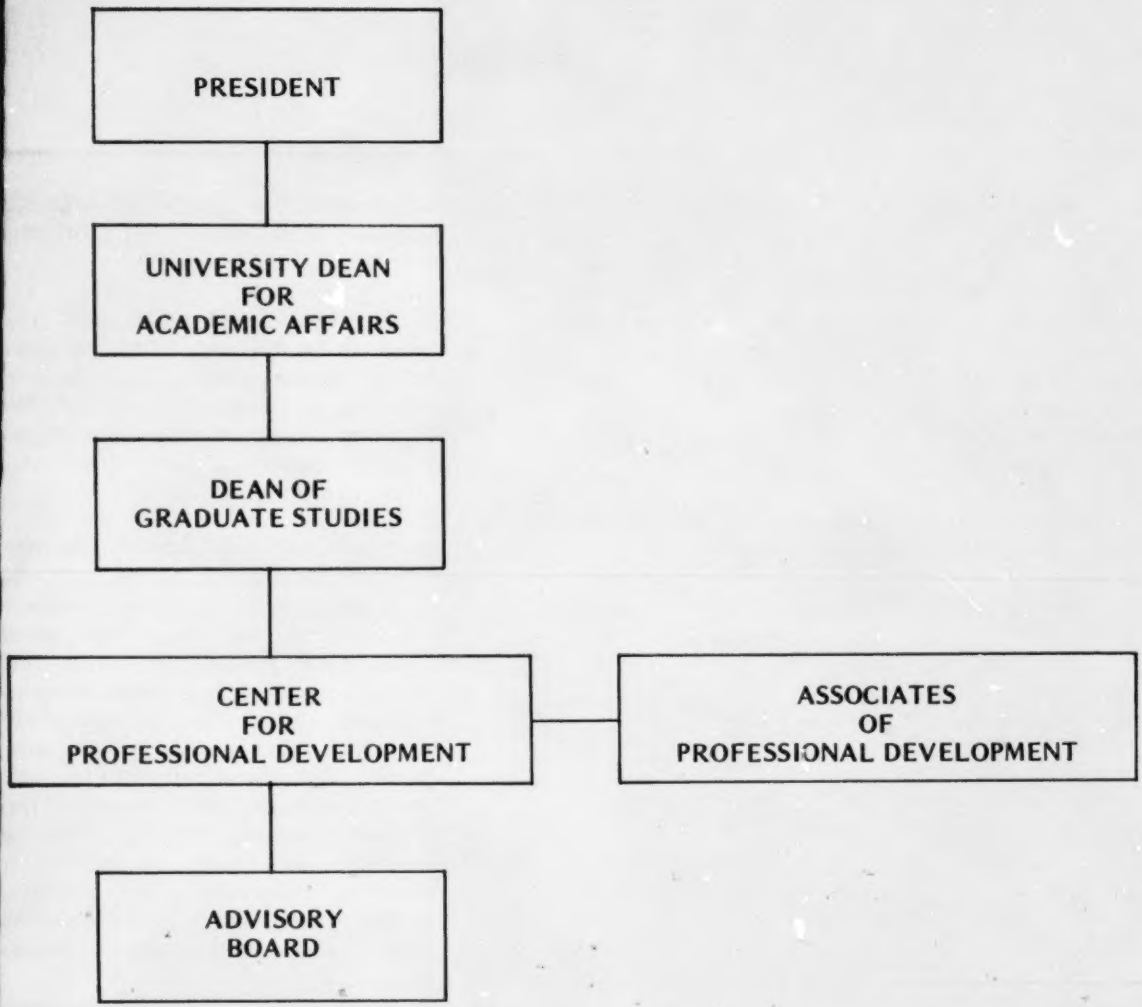
Support for the Center is provided from two sources. The CSUC Center for Professional Development, through a grant from the Chancellor's Office Division of New Program Development and Evaluation, provides the equivalent of one faculty position. The University, through its own resources, also contributes an operating budget.

The Future

Long-range goals of the Center are identified for two levels: the University and the Individual. A primary consideration is the development of programs for organizational renewal. In addition, attention will be given to improving the image of the University as a center for life-long learning.

Individual renewal will be attended by: facilitating the development of new skills and broadened competencies, including additions to teaching service areas; improving teaching tools and skills; and developing a stronger sense of the University community – facilitating a sense of excitement, of renewed energy and purpose, of expanded career opportunities, of personal growth, and of improvement in job skills.

The Center will conduct an assessment of perceived needs of the faculty. In addition, the Center will provide resources for at least one departmental retreat, and will sponsor special topic seminars and workshops. It will begin the development of a confidential counseling and referral service for the improvement of teaching. A resource center of bibliographical materials, funding sources, techniques, and exchange programs will be established. The Center will work with the fee waiver and specialized training funds programs. Also, the Center will serve as broker and clearinghouse for courses, seminars, and lecture programs conducted by other institutions and organizations. It is planned that within three years the Center will foster the development of: local creative leave programs; programs for continuing education, including re-certification programs; and interdisciplinary retreats, to facilitate university-wide communication on issues of common concern.



CENTER FOR PROFESSIONAL DEVELOPMENT
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

California State College, San Bernardino ❖

Faculty Development Center
Neville Spencer, Co-Director
Donald Caetano, Co-Director

The Campus

California State College, San Bernardino spreads across 430 acres in the foothills of the San Bernardino Mountains above the city of San Bernardino. Students enjoy the personal attention possible on a small campus (4,000 students), the uniqueness of the three-three program (three courses per quarter, three quarters per year), the advantages of small classes (more than 80 percent have less than 20 students), and the opportunities for self-paced, independent, and internship study. Bachelor's degree programs are offered in 29 majors in the humanities, social sciences, natural sciences, interdisciplinary studies, and career-oriented fields. Many majors are cycled through the late-day and evening hours so that working individuals may complete their college degree while maintaining a job. Master's degrees are offered in administration (MBA, MPA), biology (MS), education (MA), psychology (MA, MS), and special major (MA). On-campus housing is available in Serrano Village, which has its own swimming pool and recreation facilities. Additional information is provided below.

Date Founded: 1960

Student Enrollment: 4,000

Faculty:

Rank	Number	% Tenured
Professor	25	100
Associate Professor	59	78
Assistant Professor	73	10
Instructor	2	0
Total Full Time	159	
Total Part Time	95	

Program Organization

The Faculty Development Center is run by a Co-Directorship of two faculty. The recommendations for Director and other policy decisions are made by the Committee for the Improvement of and Innovation in Education (CIIE), a Faculty Senate committee. A group of faculty, chosen because of their interest in the program, serves as a Steering Committee. This Committee is composed of one representative from the Schools of Administration, Education, and Natural Science, two representatives from the Schools of Humanities and Social Science, and the Co-Directors of the Center. The function of this Committee is to plan the activities and organizational structure of the Faculty Development Center, and to serve as a communication link between the Center and the faculty. The Associate Dean of Academic Affairs serves as the administrative advisor to the Center, providing budgetary, secretarial, and general administrative support.

In addition to the Steering Committee, the Center works closely with school committees. These committees are made up of interested

member(s) from most departments in each school. The functions of these committees are to plan and implement activities of particular interest to the school and to serve as faculty development facilitators in each department.

Each year the goal and objectives for the Center are reviewed by the Steering Committee. Although there have been some revisions over the past three years, the purpose of the Center has generally been as follows:

Goal

To provide a setting and structure for continuing faculty renewal which is manifested by the improvement of faculty members' attitudes about their work.

Objectives:

1. To provide skills for improvement of various aspects of a faculty member's job.

   This objective relies on the premise that a faculty member will find greater enjoyment in an aspect of his/her job if he/she gets new information about doing it. The activities supporting this objective will focus on special interest topics such as instructional skills, managerial skills, etc.

2. To provide means for increased communication between faculty.

   It is through interchange of ideas that professional people remain "alive," whether hearing these ideas from "experts" or from one another.

3. To stimulate and encourage faculty professional activities

   a. by finding and providing resources to facilitate existing efforts; and

   b. by recognizing achievement and effort and supporting them when possible.

   Many faculty already enjoy their work but are frustrated in their efforts by lack of resources and knowledge of resources.

4. To provide a framework within which a faculty development program can continue.

Activities

The Center sponsored five campuswide events during 1976-77. These meetings focused on topics of general interest to the faculty. One offering was the Faculty Resource Fair. At this session faculty (new and old) were provided information about the various services (computer, library, audiovisual, etc.), that are available on the campus. A second event focused on the topic of Simulation and Game Theory. Approximately thirty demonstrations/discussions of simulations and/or games were presented.

A third event, designed to help faculty understand the campus retention-promotion-tenure (RPT) procedures was led by the chair of the RPT committee. This single meeting focused on the review process, criteria, structure of files, etc.

Two events dealt with aspects of research. A panel discussion on the Role of Research in the CSUC system described issues and problems of maintaining a research program in a "teaching institution." This event was followed by a discussion of how faculty have been successful in combining research with their teaching.

Another set of efforts by the Center focused on materials related to teaching; for example, an instructional package or folder or, one- or two-page discussions of instruction. These materials were developed following a workshop sponsored in 1975-76 and are made available to faculty through the Center. These materials were not completed as planned.

A somewhat related project was carried on in 1976-77. An interest questionnaire of instructional interest was distributed to assess faculty needs related to teaching. Faculty with similar interests met together for discussions and developed recommendations for the Center.

As a continuation of a 1975-76 project to use videotaping to assist faculty in the improvement of instruction, the Center invited faculty to participate in small workshops. The idea was that three to six faculty would form a group. Each member would then videotape a class during the term, and the group would meet to view and discuss the videotape. Because it was thought that these groups would work better if they were formed within departments, the school faculty development committee members tried to generate interest in each department and locate those faculty who would be interested. By the winter term only the Mathematics Department had started a group.

In an effort to deal with the broad problem of student writing skills, an Associate Professor of English was given one-course release time in the fall and again in the winter quarter to work with departments and faculty. In the fall he worked with a selected department, meeting with this faculty individually and as aa group. He solicited and received student papers from several faculty and used these papers to evaluate students' writing skills. He then worked with one or two department members on some of their current assignments. In the winter, he expanded his efforts and began to work with two additional departments. In addition, he attempted to determine what other groups on campus were working on student literacy projects in order to consolidate or unify their efforts.

The third category of events sponsored by the Center is classified as "special interest." In general, these offerings appeal to a small group of faculty. In addition to the objective of developing an awareness of the topic or focus of the sessions, a secondary objective was to induce faculty to communicate across departmental boundaries.

Book Discussions were held at noon on the third Thursday of every month. Six sessions were held. In each case a faculty member was asked to lead the discussion. Book selections were of general and contemporary interest.

Course Discussions, the focus of a series called "What's Happening in That Course", met every second Tuesday at noon in the Commons. At each of these meetings a faculty member would discuss a particularly interesting course he or she taught on campus.

Assessment of Experiential Learning was the focus of several sessions. Faculty met with a faculty member from another campus who had been successful in putting together similar programs, and shared information concerning assessment of prior or sponsored learning.

Other efforts were made by the Center to deal with issues related to personal development and career alternatives.

The principal means of communication with the faculty has been through a newsletter. The Center distributed one issue at the beginning of each quarter. The general format for each included a description of events which were planned by the Faculty Development Center for the coming quarter, a review of events which had taken place the previous quarter, and other

announcements of interest to faculty. The issues attempted to recognize faculty or departments who were engaged in faculty development activity.

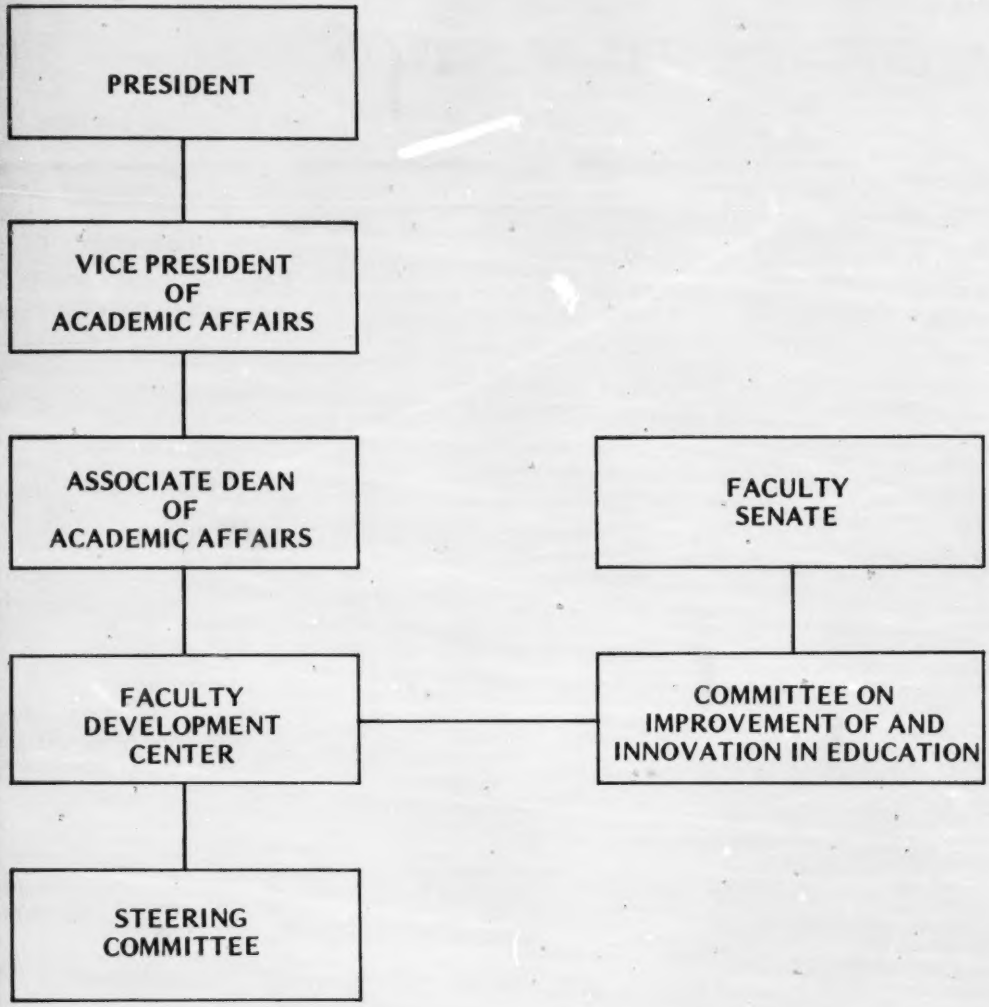
Funding

Support for the San Bernardino Center for Faculty Development was provided from three sources. One faculty position was provided by the campus. A second position was available from the CSUC Center for Professional Development through a grant from the Chancellor's Office Division of New Program Development and Evaluation. Support for limited travel, consultants, and other similar activities was made available through the CSUC Center for Professional Development's grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Resources for the program during 1977-78 will be made through the campus budget.

Evaluation and the Future

An extensive evaluation of the Center was carried out at the end of 1976-77 academic year by the external evaluator. These results, combined with the on-going effort of the Center to assess each program offering, suggest that to date, the Center has been "moderately successful" in serving the needs of the faculty although a number of factors have slowed the growth of the Center and have caused changes in direction. The Directors write in their 1977 Report:

> With the help of information obtained through trial and error and increasing amounts of literature on the subject, the program has evolved to a point where there appears to be a firm purpose and clear direction. Because it has attempted to respond to campus needs, the program has gained high visibility and comfortable support both from faculty and administrators.



FACULTY DEVELOPMENT CENTER
CALIFORNIA STATE COLLEGE, SAN BERNARDINO

San Jose State University ❖

The Faculty Self-Appraisal and Development Project
Ronald McBeath, Director

The Campus

The San Jose campus is the oldest of the state's publicly supported institutions, and is located in the heart of downtown San Jose, the first capital and civic settlement of California. With a population of 555,000, San Jose is located 50 miles south of the culturally diverse city of San Francisco, and 30 miles from the sandy shores of the Pacific Ocean and the famous beaches of Monterey Bay. The University offers a broad spectrum of outstanding programs in the form of 74 undergraduate and 63 graduate major degrees through the schools of applied sciences and arts, business, education, engineering, humanities and the arts, social sciences, science, and social work. In addition, San Jose State University has recently developed programs in such contemporary areas as ecology, women's studies, international business, marriage and family counseling, computer and information science, and gerontology. San Jose State University is one of two campuses in the system that offers an innovative program for persons over 60 years of age. Additional information is given below.

Date Founded: 1857

Student Enrollment: 27,000

Faculty:

Rank	Number	% Tenured
Professor	445	97
Associate Professor	249	91
Assistant Professor	227	31
Instructor	6	17
Total Full Time	927	
Total Part Time	560	

Project Organization

The purpose of the project is to develop materials which assist faculty members improve their instructional competencies. The project has three objectives:

1. to develop diagnostic self-appraisal procedures and forms in areas of professional development that could be used voluntarily by faculty members to determine both their present and desired capabilities;

2. to develop and produce a number of resource units which relate to the various areas of professional development and which provide for alternative modes of involvement; and,

3. to develop strategies for program tryout and implementation.

The conceptual framework of the effort is an educational management model developed by McBeath and described by Davies.* Underlying this model is the recognition that the learner is affected

*Davies, Ivor K., *Competency Based Learning: Technology, Management, and Design*, McGraw-Hill: New York, 1973. pp. 4-16.

by both what he learns and the way in which he learns it. It is assumed that there are various levels of instruction which vary in content, procedures, and outcomes.

The Project Director, as Director of the Instructional Resources Center and Coordinator of the Faculty and Instructional Development Office, has university-wide responsibilities for both instructional improvement and faculty development. The Associate Director contributes to instructional development on a university-wide level through his position as Coordinator of Instructional Development. Numerous staff have contributed their expertise in the development of the resource units. In addition, external consultants have occasionally been brought in to develop, review, and critique the materials. The Improvement of Instruction Committee of the University Academic Senate, the advisory body to the project, reviews and otherwise participates in the field testing of the materials.

Activities

A series of "initial engagement" forms have been developed which can be used by the faculty for different purposes. The *Self-Checklist: Classroom Performance* is used by the individual to review his/her personal characteristics of teaching. Qualities related to areas such as lecture, discussion, grading organization, etc., are assessed. To assist the faculty member identify areas in which he/she may wish to improve, the *Interest Survey: Activity Priorities* is available. To provide assistance to appraise the climate for change, a third form, *A Planning Model: Appraisal of the Climate for Change*, was developed. The fourth form, which is designed to help the individual identify professional areas for further development, became the key element in the self-development program. As a result of completing the *Self-Appraisal Form for Faculty*, the individual is able to determine his/her readiness level with regard to personal commitment to change.

The four forms can be generally described as: multi-dimensional; differentially applicable; related to various educational objectives; non-normative; useful for personal growth and development; derived from individual rather than from group needs; and, finally, drawn from cognitive consistency theory as well as self-esteem theory. It is thought that these characteristics are the distinguishing marks between this project's development of the self-appraisal function and that of most other similar efforts.

During the 1976-77 academic year, work proceeded on additional self-instructional modules, resource packages, and videotapes. Available materials are listed in Table 3.

Efforts to implement the use of the materials on the San Jose campus have just begun. At the present, three approaches are used to disseminate information about the materials.

1. Each faculty member at San Jose State University has been informed through an announcement from the Faculty and Instructional Development Office about the Self-Appraisal and Development Program and resources available. Over 40 individual consultations have resulted from this initial announcement.

2. Each school of the University has been provided with a set of materials. A presentation about the program has been made to the dean and department chairs or to a school curriculum committee. Interested faculty members have the option of requesting the material directly from their dean's office or from the Faculty and Instructional Development Office.

3. Through the Office of the Academic Vice President and the Council of Deans, it was agreed that a representative from each of the seven schools would act as the school's Coordinator of

Professional Development in liaison with the Faculty and Instructional Development Office. An orientation meeting with the school coordinators was held in May. Plans are made to meet again early in the fall, 1977 to explore ways of reaching faculty to encourage their participation in improving their professional competencies. The group felt that a coordinated and cooperative approach would be advantageous and would probably lead to more effective use of the Self-Appraisal Development Project resources.

The use of the materials is voluntary and there are no "reward" systems operating directly to encourage university-wide use. The faculty who make use of the materials are motivated to do so through their own curiosity and interest in further developing their professional competencies.

Once they are in the "Office," the nature of the faculty member's interest is ascertained and the variety of possibilities are presented by the consultant. Some faculty are interested in reading the selected articles in the resource packages. More often they are looking for a specific module on a topic such as objectives, writing an essay exam, developing an attitude questionnaire, or presenting a lecture. The specific request is met and an evaluation form regarding the module is provided to help get some feedback and an opportunity for further contact. Offers for further consultation are made and sometimes accepted.

The self-appraisal form is also given to the faculty members for their own private use and to encourage them to explore further aspects of professional development.

It has so far been found that most of the requests are based upon the list of materials available rather than a conscious attempt at self-appraisal. It is possible that as the credibility of the program increases there will be more opportunities for working more closely with faculty on the self-appraisal aspect of the program.

It is believed that the completed materials will be useful for the majority of CSUC faculty. The diverse and eclectic approaches should appear to the variety of faculty, whatever style they employ for teaching. The setting for use of the materials and the self-appraisal instrument itself is closely allied to the humanistic concerns inherent in personal development. When viewed holistically, the project represents an attempt to develop material which can integrate the instructional development component with a total program of professional development. To this end, efforts are underway to disseminate information about the project to other campuses. Although campuses of the CSUC system are the primary target, presentations at other regional and national meetings have been made.

It is clear that reports and other such documents are insufficient for information dissemination that may lead to implementation. Therefore, it was decided that the Project Director should visit each of the campuses which have professional development programs and provide a short workshop for key personnel. The types of persons who attended these workshops included: deans; department chairs; faculty members; and professional members of such support services as Instructional Development Counseling, Testing, Audiovisual, and Faculty Development.

Generally, two 90-minute sessions were scheduled, with some time available for individual consultation.

The order and emphasis of topics was dependent upon the group and selections were made from the list below.

1. Orientation on how the Self-Appraisal and Development Program has evolved and has been implemented at San Jose State University.

2. Slide presentations of some of the instructional innovations in self-paced learning at San Jose State University, and how the program contributed to them.

3. Presentation of the printed modules and resource packages with a discussion of their possible uses.

4. Review of the videotape on lecturing techniques with discussion on ways of using the material.

5. Discussion on the underlying rationale for the Self-Appraisal and Development Program and the implications for professional services and administrative support.

6. Exploration of possible applications and implications for the University. During this part of the discussion, full involvement of administrators, counselors, instructional designers, media specialists, testing officers, and the faculty was encouraged in order to focus on local resources and program requirements.

Distribution procedures for the self-study modules through the Foundation at San Jose State University have been established with the approval of San Jose State University and the Chancellor's Office. Profit received will facilitate further development of modules and dissemination of materials. Responses have been made to request samples of the materials from over sixty different universities.

Funding

During the three years of the program's operation, support was provided from three sources. One faculty position was provided by the Center for Professional Development through a grant from the Chancellor's Office Division of New Program Development and Evaluation. A second faculty position was contributed by the campus. Funds for travel, consultants, and selected costs related to the program were provided by the Center through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

Evaluation and the Future

Over the past thirty months, the project has made substantial gains in the development of materials. Constant faculty feedback has been an important part of the formative evaluation. Similarly, the use of external consultants has provided the project staff with additional perspectives. As with any program of professional development, the test of effectiveness will be the extent to which the project influences the faculty. The Project Director, in his third year report, writes:

> "It would be premature to make any significant statements regarding the ultimate success or failure of this project. I believe that any changes in behavior among faculty will be introduced slowly and will depend to a considerable extent upon the general morale of the university and the incentives for making changes."

Additional modules will be developed during 1977-78. However, increased attention will be given to facilitating the use of the project materials in each school of San Jose State University. Information and materials dissemination among the other campuses of the CSUC system will also take greater priority. Credibility will increase as faculty members successfully use the materials for self-improvement.

TABLE 3

MATERIALS COMPLETED

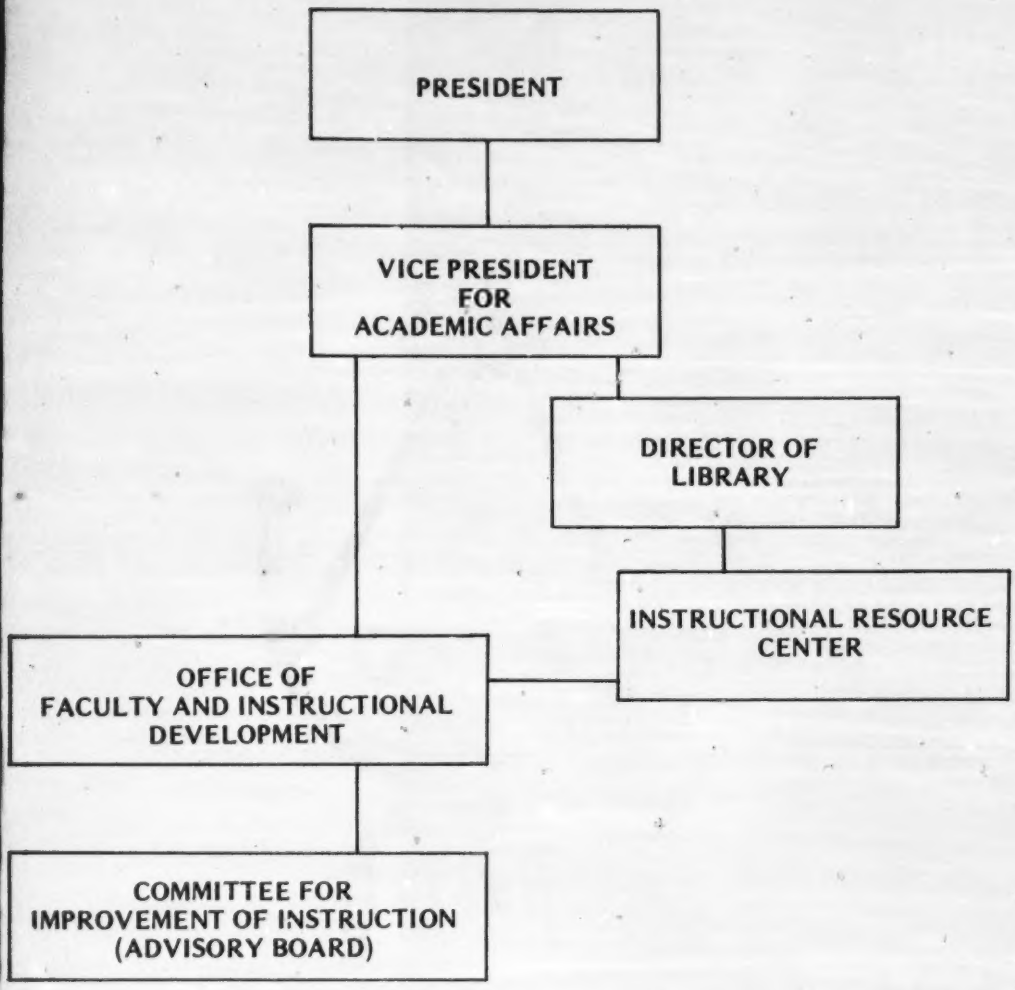
A. Self-instructional modules

1. Setting Objectives
2. Constructing Multiple Choice Items
3. Constructing True/False Items
4. Constructing Matching Test Items
5. Item Analysis for Objective Tests
6. Constructing and Scoring Essay Tests
7. Developing Opinion Interest and Attitude Questionnaires – fixed reponse format
8. Developing Opinion, Interest and Attitude Questionnaires – open response format
9. Preparing Lectures
10. Improving Faculty/Student Relationships

B. Resource Packages

1. Tests and Evaluation
2. Faculty/Student Relationships
3. Lectures
4. Self-Paced Learning
5. Discussions

C. Videotapes – demonstrations of six lecturing styles.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